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ABSTRACT

Major goals of this project were to determine the process leadership competencies needed by rural community education leaders; to assess the training opportunities available to community education leaders in the southern U.S.; and to develop a model curriculum for acquisition of identified process leadership skills. Current and relevant findings from the literature review dealt with training, tasks, and/or competencies of community education leaders. The rural leadership skill competencies and appropriate actions or behaviors were identified; training endeavors in the southeast U.S. were assessed; and a curriculum of teaching/learning strategies appropriate for preparing community education leaders for service in the rural South was developed. Seven tables on competency rankings were generated. "The ability to communicate effectively" and "the ability to gain acceptance in a rural community" were ranked first and second in a review of the final list of 24 competencies needed. Curriculum development efforts resulted in the creation of five teaching/learning categories. Each of the identified leadership competencies was assigned to an appropriate category. The five teaching/learning categories were: (1) group organization, leadership, and maintenance; (2) administering community education activities; (3) problem solving; (4) communicating; and (5) needs assessment and evaluation. Operational training objective, teaching/learning strategies, and performance outcomes were generated for the competencies in each major category. (AN)

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Leadership Competency Assessment
For
Rural Community Education Leaders

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A Monograph Prepared By The
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ABSTRACT

The purpose of this project was to assess the leadership competencies needed by community education leaders in the rural South and to develop a curriculum of teaching/learning strategies for acquiring the identified competencies. In addition, a survey assessment of the scope of existing training programs was made to determine if deficiencies in particular competency areas existed. Finally, in-service training was provided to individuals seeking to improve their leadership potentials through the mastery of various competencies. The project was conducted with the cooperation of individuals and institutions in a six-state region of the southeast United States (Alabama, Florida, Georgia, Louisiana, Mississippi, and Tennessee).

A total of 24 leadership skill competencies needed for implementing community education in the rural South were identified by a competency assessment team (CAT) composed of persons familiar with communities in the rural South and through a review of the community education literature. The CAT and a group of national community education experts ranked the competencies in order of importance.

Both groups agreed that "the ability to communicate effectively" was the competency most important for implementing community education in the rural South. When communicating, the CAT suggested that community educators be personable, friendly, sincere, and earthy. Both groups agreed that "the ability to gain acceptance within a rural community" was the second most important competency for implementing community

education in the rural South. In order to gain acceptance, the CAT suggested that community education leaders show concern for family, avoid manipulation, not talk down to others, discover who the wealthy landowners and business persons in the community are, and involve community members is assessing community needs and identifying community resources.

Other competencies the CAT and the national community education experts believed to be important included working with power structures, handling conflict, leading groups, using data in decision making, and giving power to community members. The CAT and the national community education experts disagreed on the importance of initiating structure and the ability to handle change.

Of the competencies ranked important by both the CAT and national community education experts, only "the ability to lead groups", "the ability to initiate structure", and "the ability to apply data to the decision making process" were included in training programs offered by institutions of higher education and state departments of education. Half of the institutions of higher education stated that they trained their urban and rural clients differently.

Curriculum development efforts resulted in the creation of five teaching/learning categories. Each of the identified leadership competencies was assigned to an appropriate category. The five teaching/learning categories were: (1) group organization, leadership, and maintenance, (2) administering community education activities, (3) problem solving, (4) communicating, and (5) needs assessment and evaluation. Operational training objective, teaching/learning strategies, and performance outcomes were generated for the competencies in each major category.

LEADERSHIP COMPETENCY ASSESSMENT FOR RURAL COMMUNITY EDUCATION LEADERS

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John S. Zemlo
and
Marcia J. Belcher

LEADERSHIP COMPETENCY ASSESSMENT FOR RURAL COMMUNITY EDUCATION LEADERS

This monograph represents an integral part of a project conducted pursuant to Federal Contract Number G007701923 under the direction of Phillip A. Clark, ED.D., of the University of Florida Center for Community Education, Gainesville, Florida. The project was funded by the United States Office of Education under Title IV, Section 405 of the Education Amendments of 1974 (P.L. 93-380) "Community Schools Act" for the interim period August 1, 1977 to July 31, 1978.

Although the project was performed pursuant to a grant from the United States Office of Education, Department of Health, Education, and Welfare, the opinions expressed herein do not necessarily reflect the policy of the United States Office of Education. Further, no official endorsement by the United States Office of Education should be inferred.

Preface

The basic principles of community education are equally applicable to associations, agencies, and organizations in both urban and rural environments. Despite characteristics which make community education universally applicable, one finds great variability in organizational structure, administrative behavior, and personnel role expectations when urban and rural community education endeavors are compared. Thus, it seems reasonable to expect that the leadership competencies most important to community education leaders in urban areas would differ significantly from the leadership competencies most important to community education leaders in rural settings.

The purpose of this project, therefore, was to assess the leadership competencies needed by community education leaders in the rural South and to implement a curriculum designed for developing the identified competencies.

This monograph provides the reader with information regarding the project goals and objectives, methodology, and results, as well as implications and recommendations for further study. Copies of the monograph are available from the National Community Education Association, 1030 15th Street, N. W., Washington, D. C. 20202, or the Center for Community Education, 124 Norman Hall, University of Florida, Gainesville, Florida, 32608.

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CHAPTER ONE

LEADERSHIP COMPETENCY ASSESSMENTS FOR RURAL COMMUNITY EDUCATION LEADERS

Introduction

> Community education, simply stated, is an operational philosophy of education and a system for community development.
>
> It is a philosophy of education comprehensive in scope and of high potential, equally applicable to any organization, association, or agency that provides learning opportunities for community members. It is a concept which recognizes that both learning and education are lifelong processes, and that it is essential to address educational programming to the lifelong desires and needs of the entire community. It is a philosophy and a system which subscribes to the efficient utilization of all human, physical, and financial resources of the community. It further stresses the need for inter-institutional and inter-agency cooperation and coordination. Another integral element of this concept is the systematic involvement of community members in educational decision-making.
>
> It is a concept which stresses that educational curricula, programs, and services should be life centered. Finally, it is a philosophy of education and a system for community development that can be put into operation (Clark, 1977, p.6).

The comprehensive nature, yet basic simplicity, of community education has resulted in tremendous growth of the concept in the United States. One finds, for example, that between fiscal years 1973 and 1977 there were substantial increases in: (1) the number of Centers for Community Education Development, (2) the number of professional personnel working in Centers for Community Education Development, (3) the number of individuals pursuing advanced degrees with community education specialization, (4) the number of school districts committed to the community education concept, (5) the number of school buildings utilized as community education centers, and (6) the number of community education practitioners employed (Mott Foundation Quarterly Report, June 1977). Additionally, one finds that the growth of community education has resulted in the allocation of federal funds to support community education endeavors, the development of an active National Community Education Association, a proliferation of community education media materials, and the expansion of community education into countries other than the United States.

Statement of the Problem

While the burgeoning growth of community education is to be applauded, problems have resulted from its rapid expansion. Perhaps the most perplexing problem which exists as a result of the accelerated growth of community education is the increased demand for qualified leaders with community education expertise. This unusually high demand for qualified leaders has been a major concern for community education professionals for a number of years. According to Weaver (1972):

> Present and future demands for personnel capable of providing competent leadership in community education is resulting in the need to recruit potential candidates with limited training and no experience in the field (p. 62).

Similarly, Johnson (1974) wrote:

> Whether experienced high calibre educators will continue to be lured into community education in such roles as community education directors remains to be seen. Whether such individuals will be lured

> into community education in sufficient quantities to meet the demand for trained community education directors is doubtful (p. 11).

Although the need for competent leaders has long been recognized, empirical assessment of the teaching/learning strategies used to prepare community education practitioners remains insufficient. Consequently, there is a dearth of information available to institutions of higher education which are largely responsible for preparing community education leaders for service in the rural South.

Given the above conditions, it is not surprising that the leaders of Centers for Community Education Development in the southeastern United States have identified difficulties in implementing community education in rural southern communities. The leaders of these Centers have indicated that present community education training programs appear to contribute to factors which inhibit the success of community education in many rural areas of the South. Typically, institutions of higher education draw a majority of individuals for training from urban districts and base the human, conceptual, and technical competencies taught on the needs of individuals in urban settings. Subsequently, rural communities seeking trained community education leaders are unable to find individuals with leadership skills suited to rural needs. The problem, therefore, is the need for empirical assessment and conceptual clarification of the process leadership skill competencies and teaching/learning strategies utilized to prepare community education leaders for service in the rural South.

As a demand for qualified community education practitioners continues to grow, greater dependence on training will result. To develop training procedures which will adequately prepare community educators for leadership positions, and to insure that competency skill requirements for community educators are based on empirical assessment, it is important that efforts to investigate the training needs of community educators be conducted.

Project Goals and Objectives

The purpose of this project was reflected in two major goals and eight specific objectives. Each of the goals and subsequent objectives are presented below:

1. To determine the process leadership competencies needed by rural community education leaders.
    a. To assess the process leadership skill competencies necessary for rural community education leaders.
    b. To verify the competencies which are assessed.
    c. To develop operational training objectives for the identified process leadership skill competencies.
2. To assess the training opportunities available to community education leaders in the southern United States and develop a model curriculum for acquisition of identified process leadership skills.
    a. To conduct a survey of the educational institutions and public service agencies in the southeastern United States to assess the existing community education training opportunities.
    b. To compare the assessment of existing training opportunities with the identified process leadership competencies to determine training deficiencies.

c. To develop an appropriate operational curriculum of teaching/learning strategies which will enable a community education leader to acquire the identified competencies.

d. To disseminate information concerning the process leadership skill competencies, the curriculum of teaching/learning strategies for acquisition of the competencies, and the existing training opportunities for rural community education leaders.

e. To implement the curriculum of teaching/learning strategies for process leadership skill competencies for rural community education leaders.

In addition to the explicit purpose of the project, it was the project staff's intent that results from this study be utilized to develop further refined teaching/learning strategies which would be indicative of specific interests or needs of particular institutions or communities.

Definitions

The following definitions were included in the project proposal submitted to the United States Office of Education. They were utilized for the duration of the project in an attempt to insure continuity of thought by all project participants.

Process Leadership Skill Competencies

Process leadership skill competencies were defined as a systematic series of actions based on attitudes and values which provide the ability to perform a criterion at function and job level.

Process Leadership Skill Sub-Competencies

Process leadership skill sub-competencies were defined as constituent parts or ingredients of the process leadership skill competencies. They are a further subdivision of the major process leadership skill competencies and were developed to serve as clarifiers.

Rural Communities

Rural communities were defined as geographic areas of relatively low population density with the preponderance of occupations related to agriculture and/or extracting of natural resources from the earth.

Community Education

Community education was defined as an operational philosophy of education and a system for community development. The community education concept consists of five major components: (1) education and learning are lifelong, (2) efficient utilization of community resources, (3) systematic involvement of community members, (4) inter/agency cooperation and coordination, and (5) core curriculum based on life concerns (Olsen and Clark, 1977).

Curriculum of Teaching/Learning Strategies

The curriculum of teaching/learning strategies was defined as categorized process leadership skill competencies, general competency statements for each competency category, training objectives for each of the identified leadership skill competencies, and performance outcome measures for each training objective.

Competency Assessment Team

The Competency Assessment Team (CAT) was defined as a group of individuals possessing experience with and knowledge of rural southern communities, as well as representative expertise in the following areas: (1) community power structure (both formal and informal), (2) community education and educational leadership, (3) rural community development, (4) agricultural extension, (5) home economics, (6) civic clubs, and (7) various community institutions (public school, church, finance, private enterprise).

National Community Education Experts

The national community education experts were defined as professionals with extensive and broad based experience in community education who have held positions of prominence in the community education profession.

Conditions of the Study

The following were considered to be conditions of the project:

1. The number of individuals selected to serve on the CAT was limited due to budgetary constraints.
2. The members on the CAT were asked to identify the process leadership skill competencies needed by community education leaders in the rural South at the present. Process leadership skill competencies needed in the future were not assessed.
3. The process leadership skill competencies were identified by the CAT and through a comprehensive literature review. There was a dependence on practical and literary specialists for the leadership skill competencies.
4. The sample population for the survey of training institutions was limited to institutions larger than 6,500 students in the southeastern United States.

Assumptions

The following assumptions were made prior to conducting the project:

1. The training institutions surveyed in the southeast were representative of training institutions throughout the South.
2. The individuals chosen to serve on the CAT had the knowledge base needed to identify rural process leadership skill competencies.
3. Discrepancies between the CAT and the national community education experts were to be adjudicated in favor of the CAT.

Overview

This project monograph consists of four additional chapters. Chapter Two presents a review of the literature related to leadership competencies. Chapter Three describes the methods used to conduct the project and provides the reader with a summary of the results. Chapter Four describes the methods utilized to develop the curriculum of teaching/learning strategies and the product which resulted. Finally, Chapter Five presents implications resulting from the project findings and recommendations for those interested in further investigation of community education leadership competencies in the rural South.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

This chapter presents information collected while conducting the related review of literature. Although an extensive review of the community education leadership literature was conducted, care has been taken to report only the most current and relevant findings. Further, the report concentrates solely on literature related to the training, tasks, and/or competencies of community education leaders.

Leadership Training, Tasks, and/or Competencies

The most recent analyses of community education leadership training, tasks, and/or competencies are the result of two 1977 federally funded research projects. The first, conducted by the Northeast Community Education Development Center (NCEDC), Storrs, Connecticut, sought community residents' perceptions of community leadership competencies in the northeast United States. Utilizing a six state survey (New Jersey, Connecticut, Rhode Island, Massachusetts, Maine and Vermont), the NCEDC project staff asked 679 subjects to rate the extent to which it was important for a community leader to use each of 39 leadership competencies. Through factor analysis, the 39 competencies were divided into nine clusters. In perceived order of importance the clusters were:

1. Problem solving ability.

2. Demeanor.
3. Budgeting and supervisory competencies.
4. Needs assessment competencies
5. Promoting feelings of importance in community members.
6. Group organization and communication competencies.
7. Organization leadership competencies.
8. Leadership attitudes/principles.
9. Management of change competencies.

Overall, respondents in the NCEDC study perceived the following conceptual competencies as most important for operationalizing community education processes: (1) problem solving ability, (2) group organization and communication competencies, (3) organization, (4) leadership competencies, and (5) management of change competencies. The same NCEDC respondents perceived the human competencies below to be next most important to community educators attempting to operationalize community education processes: (1) demeanors, (2) promoting feelings of importance among community members, and (3) leadership attitudes/principles. Finally, the northeast respondents perceived the technical competencies which follow to be least important in operationalizing community education processes: (1) budgeting and supervisory competencies, and (2) needs assessment competencies. Results from the Northeast study indicated that leadership processes may differ between rural and urban communities even though the competencies needed did not seem to be altogether different (Mullarkey and Indelicato, 1977).

The second of the 1977 research projects was conducted by the Southwest Regional Center for Community Education (SRCCE). The purpose of this project was to assess the competencies needed by superintendents, district coordinators, principals, and building directors to effectively administer community education programs. Results of the project showed that the competencies most important to administrators varied by role. The competencies most important for a superintendent were: (1) the ability to develop board policy, and (2) the ability to develop receptivity in school district personnel for community education. Most important for district coordinators were: (1) the ability to develop regulations which define board policy dealing with community education, and (2) the ability to prepare and present reports to the district board concerning fiscal status. The competencies most needed by principals were: (1) the ability to clarify roles and responsibilities, and (2) the ability to supervise and manage financial affairs relating to district and agency funds. Finally, building directors found the most important competencies to be: (1) the ability to provide motivation for staff, students, and community members for participation in the community education program, and (2) the ability to maintain an accurate financial records system (Miller, 1977).

The extensive lists of leadership competencies which resulted from the NCEDC and SRCCE projects were important to the coordination of this project. In addition, however, a number of individual research efforts provided materials for inclusion in this study. Each is summarized in the following paragraphs.

Utilizing a questionnaire which listed 77 leadership competencies (human, technical, and conceptual) in 14 major competency categories, Lisisich (1976) surveyed 62 community education Center Directors, 100 community education coordinators, and 100 community school principals to determine both the competencies and the training components most desirable for inclusion in training programs. Analysis of the data revealed that conceptual competencies seemed to be most important to the success of the community education coordinator, followed by human and technical competencies in that order. Examples of the conceptual competencies were: (1) the ability to analyze community power structures and understand how power structures can best be utilized for personal and community growth, (2) the ability to articulate and illustrate the community education concept, and (3) the ability to establish and sustain community involvement in community education. The human competencies listed by Lisisich (1976) included: (1) the ability to listen, (2) the ability to communicate with persons from all racial, socio economic, cultural, and occupational stratas of society, and (3) the ability to facilitate personal change activities. Among the technical competencies included in the Lisisich (1976) study were: (1) the ability to write proposals, (2) the ability to develop a budget, and (3) the ability to schedule and coordinate school facilities. Other results of the Lisisich (1976) data regarding training indicated that four methodological components were most often advocated for use in a training program. The four components were: (1) seminars, (2) internships, (3) workshops, and (4) life experiences.

In an unpublished doctoral dissertation entitled "The Identification and Ranking of Important Competencies Required of Effective Community Education Directors", Foelber (1976) utilized a questionnaire in which he grouped the community education competencies into human/personal, technical, and conceptual skill categories. In his attempt to determine the competencies most needed by successful community education directors, Foelber (1976) polled community education directors, principals, and advisory council members. Contrary to the findings of research efforts reported earlier, Foelber (1976) found that the human/personal competencies were rated more important than either the technical or conceptual competencies by each of his respondent groups. Examples of the most important human/personal competencies were: (1) has high estimate of human potential, believing all can learn and achieve if adequate opportunity is had, (2) is accessible, and (3) is a person of honesty and high integrity. The conceptual competencies rated most important were: (1) deals with different types of people in different types of situations, (2) coordinates efforts of group members to achieve goals, and (3) identifies priority needs of the organization and its members. Finally, Foelber (1976) reported the most important technical competencies to be: (1) functions effectively under stress, (2) delegates responsibility, (3) provides effective oral communication.

Further leadership competency research was conducted by Ellis (1975) in his attempt to determine the competencies needed by successful community education directors. Ellis (1975) separated the leadership competencies according to five major role functions to be portrayed by a community education director. The role functions and definitions of each function are presented below:

1. Dialogue--a process of initial discussion by the community educator in an attempt to understand the social and economic forces that determine and control the life of the community.
2. Assessment--to assist the community to assess its wants and needs and to assess its relevant resources.
3. Strategy--a process for planning that involves five elements: results, problems, clarification, movement and incorporation.
4. Implementation--the operationalizing of a community education process in such a manner as to insure unity and consistency,

boldness on the part of community members, and the community's ability to take risk and handle change.

5. Evaluation--an on-going, continual process that insures feedback and dictates needed changes in the program (Ellis, 1975, pp. 46,66).

Examples of the various competencies delineated by Ellis (1975) were: (1) ability to endure long hours of work in addition to frequent setbacks, stumbling blocks, resistance to change, and other frustrations, (2) how to schedule the use of school facilities, and (3) how to resolve misunderstanding and conflict. Each of these and other competencies reported by Ellis (1975) are reflected in the final list of competencies produced as a result of this study.

Another source of community education leadership competency assessment literature was the Institute for Community Education Development at Ball State University. A 1975 document entitled Community Education Competencies, listed the competencies to be mastered by persons being trained as community educators. The competencies in the Ball State document were developed through combining guidelines constructed by Nance (1972) and Weaver (1972) with input from practicing community educators. The competencies developed were divided into the following 13 major training categories:

1. Determining community needs, wants, and desires.
2. Identifying existing services, facilities, programs, and activities.
3. Information dissemination, public relations, promotion.
4. Organizing and working with community council and block clubs.
5. Developing community leadership and involvement.

6. Effecting collaboration among community agencies.
7. Fund raising and budget development.
8. Goal development and achievement.
9. Building and program supervision experiences - a knowledge of programming.
10. Communication.
11. Knowledge of procedures to effect planned change.
12. Designing and carrying out evaluation.
13. Management techniques.

The search of literature related to community education training, tasks, and/or competencies resulted in the discovery of two 1974 studies which were applicable. The first was conducted by Johnson (1974) who developed a leadership training model for community education directors. The training model constructed by Johnson (1974) centered around twelve leadership functions. Each of the leadership functions involved a human, conceptual, and/or technical competency skill mix. The twelve human, technical, conceptual competency functions utilized by Johnson (1974) were:

1. Administration.
2. Community involvement.
3. Coordinating.
4. Demonstrating leadership.
5. Finance.
6. Personnel management.
7. Planning.
8. Programming.
9. Public relations.
10. Recruiting.

11. Surveying.

12. Training.

Johnson's (1974) strategies for training community education coordinators focused on, "the specification of training experiences appropriate for the development of the human, conceptual, and technical skills" (p. 1).

The second 1974 study, conducted by Kliminski (1974), assessed the skills of the successful directors of community education in Michigan. Although the major purpose of Kliminski's (1974) work was to determine if there were significant differences between the technical, conceptual, and human skills of successful directors of community education and other directors of community education in Michigan, the technical, conceptual and human skills identified for use in the Kliminski (1974) study were appropriate for use as a resource for the leadership competency assessment functions particular to this project. Examples of the technical skills identified by Kliminski (1974) were: (1) the ability to set up appropriate programs for all segments of the community, (2) the ability to assess the community's wants and needs, and (3) the ability to identify various types of resources within the community. Human skills identified in the same study included: (1) the ability to convey empathy and concern for others, (2) the ability to get people to work together, and (3) the ability to encourage staff suggestions and criticisms. The technical skills listed by Kliminski (1974) included: (1) the ability to coordinate efforts of group members to achieve goals, (2) the ability to develop both long and short term goals for community education, and (3) the ability to make job related decisions.

Two articles printed in the Community Education Journal were reviewed for purposes of this project. The first, authored by Nance

(1972) addressed the many roles that must be played by community education leaders. Although Nance (1972) did not discuss roles in terms of leadership competencies, similarities between the leadership roles below and leadership competencies reviewed earlier in this chapter were evident. The roles promoted by Nance (1972) included:

1. Teaching.
2. Counseling.
3. Organizing.
4. Administrating.
5. Supervising.
6. Selling.
7. Leading.
8. Communicating.
9. Human relations building.

The second Journal article, prepared by Weaver (1972), addressed strategies for training community education leaders. Weaver (1972) strongly recommended that future training programs take into account the role and function (competencies) of the community educator. Specifically, Weaver (1972) suggested that:

1. Community educators examine the conditions under which the internship be used as an effective training device.
2. Community educators experiment with laboratories for skill training in selected technical areas.
3. Community educators identify the conceptual skills essential to the work of the community educator and develop pilot training programs to test conceptual skill development.
4. Community educators test screening devices which assure the potential for the development of the skills essential to

success in high complexity leadership positions in community education.

This conclude the review of leadership training, task, and/or competency literature. The major purpose for reviewing literature was to assure that the assessment of rural leadership competencies, performed by the project's Competency Assessment Team (CAT), was complete. Thus, the findings, suggestions, and recommendations from the reported literature sources were incorporated into the assessment process utilized in this research project.

CHAPTER THREE

METHODOLOGY AND RESULTS OF THE COMPETENCY ASSESSMENT PROCESS

Introduction

This chapter provides the reader with information regarding the methods utilized to conduct the project and results of the data analysis. The chapter includes: (1) a review of the project goals and objectives, (2) a description of the methods used and results of identifying the rural leadership skill competencies and appropriate actions or behaviors, (3) a description of the methods used and results of assessing training endeavors in the southeast United States, and (4) a description of the methods used and results of developing a curriculum of teaching/learning strategies appropriate for preparing community education leaders for service in the rural South.

A Review of the Project Goals and Objectives

The purpose of this project is reflected in the two major goals and eight specific objectives listed below:

1. To determine the process leadership competencies needed by rural community education leaders.
   a. To assess process leadership competencies necessary for rural community education leaders.
   b. To verify the competencies which are assessed.
   c. To develop operational training objectives for the identified process leadership skill competencies.

2. To assess the training opportunities available to community education leaders in the southeastern United States and to develop a model curriculum for acquisition of the identified process leadership skills.
    - a. To conduct a survey of the educational institutions and public service agencies in the southeastern United States to assess the existing community education training opportunities.
    - b. To compare the assessment of existing training opportunities with the identified process leadership competencies to determine training deficiencies.
    - c. To develop an appropriate operational curriculum of technical learning strategies which will enable a community education leader to acquire the identified competencies.
    - d. To disseminate information concerning the process leadership skills, the curriculum of teaching/learning strategies for acquisition of the skills, and the existing training opportunities for rural community education leaders.
    - e. To implement the training curriculum for process leadership skills for rural community education leaders.

Competency and Task Assessment Methodology

Competency Assessment Methodology

The rural leadership competency assessment process was initiated when the project staff solicited names of individuals with knowledge of the rural South from Directors of the Centers for Community Education serving six southeastern states (Alabama, Florida, Georgia, Louisiana, Mississippi, and Tennessee). Input from the six Center Directors coupled with input from the project consultants, resulted in the selection of individuals to serve as the project's Competency Assessment Team (CAT). As specified in the project proposal submitted to the United States Office of Education, the major criteria for selection of the CAT members was their experience with and knowledge of rural southern communities and their representative expertise in the following areas: (1) rural sociology, (2) community power structure, (3) community education and educational leadership, (4) rural community development, (5) agricultural extension, (6) civic organizations, (7) home economics, and (8) health. Following their selection, members of the CAT were invited to Gainesville, Florida for an intensive three-day competency assessment workshop.

The charrette process was used by the project staff to facilitate the CAT's efforts to identify the process leadership skill competencies needed by rural community education leaders. An outline of the basic charrette procedure utilized is provided below:

1. The CAT was divided into two equal groups (group "A" and group "B").
2. Each group selected a reporter/recorder.
3. Each group selected a juror.
4. Each group was given an identical brainstorming task assignment.
5. Following a timed brainstorming session the jurors from each group were seated at the front of the workshop meeting room.
6. The reporter/recorder for group "A" reported the results of the brainstorming session conducted by group "A".
7. All members from group "B" were allowed to ask for clarity and/or meaning regarding information reported by the reporter/recorder from group "A"; however, only the juror from group "A"

was allowed to respond to the questions.

8. The reporter/recorder for group "B" reported the results of the brainstorming session conducted by group "B".
9. All members from group "A" were allowed to ask for clarity and/or meaning regarding information reported by the reporter/recorder from group "B"; however, only the juror from group "B" was allowed to respond to the questions.
10. The jurors from group "A" and group "B" met privately to synthesize the information generated by their respective group members into a single report.
11. Group "A" and group "B" were joined to review and approve the information which was synthesized by the jurors.

Upon completing the first session of the charrette process, additional brainstorming sessions were facilitated by the project staff. Besides rotating the reporter/recorder and juror duties within each charrette group, the procedures described above remained the same for all charrette sessions.

Utilizing the charrette process, the CAT engaged in the following sequential brainstorming task assignments:

1. Identify the barriers which prevent the implementation of community education in the rural South.
2. Identify strategies to overcome the barriers which prevent the implementation of community education in the rural South.
3. Develop an organizational and/or administrative design which would be most appropriate for implementing community education in the rural South.
4. Develop an inventory of tasks needed by community education

leaders seeking to implement community education in the rural South.

5. Develop broad competency statements related to the tasks identified in number four above.

The charrette brainstorming sessions resulted in the development of an inventory of tasks appropriate for community education development in the rural South and broad competency statements related to the identified tasks. The CAT's inventory of tasks consisted of 56 appropriate actions or behaviors which would assist community education leaders seeking to implement community education in the rural South.

The inventory of tasks and the broad competency statements were used by the project staff to develop a list of specific process leadership skill competencies. Seventeen major competencies and 47 subcompetencies were developed. Each of the major and subcompetencies were carefully compared with the raw data collected via the charrette process to assure their accuracy and completeness.

Upon completion of the competency assessment process, the project staff rank ordered the competencies and subcompetencies (using a forced choice ranking procedure). The staff also administered a mail survey to obtain the CAT members' rank ordering of the competencies and subcompetencies. The same forced choice ranking procedure utilized by the project staff was used with the CAT. The project staff and CAT members rank ordered each of the major competencies on a scale of "1" to "17" based upon their perception of the competency's importance in implementing community education in the rural South. At the same time, the project staff and CAT members rank ordered the subcompetencies on a scale of "1" to "n" depending on the number of subcompetencies listed with the major competency. These rankings were also based upon the staff and CAT members' perception of the subcompetencies' importance in implementing community education in the rural South, especially as they related to the major competency.

A summary of the final rankings was obtained by determining the median rank for each competency or subcompetency item. The items were then placed in ascending order using the median value and the rank of "1" assigned to the item with the lowest median score and "24" assigned to the highest.

While waiting for returns from the CAT mail survey, a critique of the identified competencies and subcompetencies was initiated. Information gathered through the critique and a review of literature (see Chapter Two) was used by the project staff to add 7 competencies and 23 subcompetencies to the original list. The revised list of competencies and subcompetencies was used by the project staff for two purposes. First, the revised list of competencies and subcompetencies was mailed to the CAT for another rank ordering. This enabled the project staff to check the reliability of the competency rankings over a 6 week period of time and to determine if the CAT considered any of the literature competencies or subcompetencies to be critically important to successfully implementing community education in the rural South. Second, the revised list of competencies and subcompetencies was used to solicit external opinions and rank orderings from national community education experts representing the National Community Education Association, the National Center for Community Education of the American Association of Community and Junior Colleges, and various institutions of higher education. This allowed the project staff to check the compatibility of ratings between the CAT and the national community education experts.

Task Assessment Methodology

In addition to asking the CAT to rank order the competencies and subcompetencies, the project staff asked that they rate the importance of the appropriate actions or behaviors which were generated via the task assessment process. The 56 appropriate actions or behaviors were converted into Likert type items for ease of rating by the respondents. The items the CAT believed to be of very top importance to implementing community education in the rural South were assigned a score of "5". Those appropriate actions or behaviors rated of great importance were assigned a score of "4". Items rated of medium importance were scored "3". Appropriate actions or behaviors rated of little importance were scored "2". If the CAT or national community education experts perceived an item to be of no importance, it was scored "1". When individuals marked the item "don't know", the item was scored "0".

To secure adequate return rates on all mail surveys, follow-up letters and telephone calls were made to the CAT members and the national community education experts. The instrument used to assess the original list of 17 competencies, 47 subcompetencies, and the 56 appropriate actions or behaviors, as well as the instrument used to assess the revised list of competencies can be found in Appendices A and B respectively. (Cover letters for each instrument are included)

Competency and Task Assessment Results

Competency Assessment Results

Seventeen competencies and 47 subcompetencies were generated by the competency assessment team (CAT). Seven additional competencies and 23 subcompetencies were added by the project staff. The first column in Table 1 reflects the rank the CAT assigned to the 17 original competencies and 47 subcompetencies when the first mail survey was administered. Column two reflects the rank the CAT assigned to the 17 original competencies and 47 subcompetencies when the second mail survey was administered. The third column in Table 1 reflects the rank the CAT assigned to the 24 competencies and 70 subcompetencies when the second mail survey was administered. Column four in Table 1 reflects the rank the national community education experts assigned to the 24 competencies and 70 subcompetencies.

The project staff was unable to obtain internal consistency estimates on the rankings. Since each person's rankings sum to the same number, there was no variance in total score. Thus, as an alternate procedure, one item was compared to another with regard to degree of variability. A low amount of variability meant that the CAT was in agreement on the rank; a higher amount of variability meant that they were not in agreement.

The project staff was able to obtain test-retest reliability over six weeks for the 17 competencies and 47 subcompetencies which were originally identified by the CAT. Generally, the correlation over time for the major competencies was high; only four of the 17 reliability coefficients were not significant at the .05 level (see Table 2). The correlations for the subcompetencies were lower with less than half the correlations reaching significance at the .05 level. It is possible that the findings for the subcompetencies were less positive because of the smaller response variance and because items were so similar within a given competency.

The CAT consistently ranked communications skills as the most

TABLE 1

Competency and Subcompetency Ranks by Group

Competency	Teaching/Learning Category	Competency Assessment Team			National C. E. Experts	Training Institutions or Agencies
		1st	2-A	2-B		
1. ABILITY TO COMMUNICATE EFFECTIVELY	Communication	1	1	1	1	3 - 5
a. Writes news releases		8	8	9	10	
b. Makes multi-media presentations		9	9	10	9	
c. Speaks in public		5	6	7	7	
d. Recognizes local idioms		6	5	6	6	
e. Communicates with people regardless of social or educational status		1	1	1	1	
f. Establishes rapport		3	3	3	3	
g. Uses mass media		7	7	8	8	
h. Listens to others		2	2	2	2	
i. Assimilates information		4	4	4	4	
j. Articulates and illustrates community educational concept		-	-	5	5	
2. ABILITY TO GAIN ACCEPTANCE WITHIN RURAL COMMUNITY	Communication	2	2	2	2	15 - 22
a. Appreciates and adopts normative behavior		3	2	2	4	
b. Lives in a rural setting		2	3	4	3	
c. Respects community structures and institutions		1	1	2	1	
d. Identifies values and attitudes of various racial, ethnic, and socioeconomic subgroups of the community		-	-	1	2	
3. ABILITY TO IDENTIFY, UNDERSTAND, AND WORK WITH FORMAL AND INFORMAL POWER STRUCTURES	Group Organization Leadership/ Maintenance	3	4	4	3	15 - 22

Table 1 (continued)

Competency	Teaching/Learning Category	Competency Assessment Team			National C. E. Experts	Training Institutions or Agencies
		1st	2-A	2-B		
4. ABILITY TO SUPERVISE AND DIRECT COMMUNITY EDUCATION ACTIVITIES	Administration	4	5	5	16	3 - 5
a. Manages personnel		2	1	2	5	
b. Makes budgeting decisions		4	4	6	6	
c. Manages time		1	2	3	3	
d. Identifies support resources		3	3	4	2	
e. Supervises community education on-the-job training		5	5	8	8	
f. Portrays accessibility		-	-	5	4	
g. Provides organizational climate in which 2-way communication is allowed		-	-	1	1	
h. Coordinates and schedules use of facilities with other units		-	-	7	7	
5. ABILITY TO RECOGNIZE FEELINGS OF OTHERS AND ADJUST BEHAVIOR	Group Organization, Leadership/ Maintenance	5	8	10	13	15 - 22
6. ABILITY TO HANDLE CONFLICT CRISES, EMERGENCIES	Problem Solving	6	9	11	8	15 - 22
7. ABILITY TO LEAD GROUPS	Group Organization, Leadership/ Maintenance	7	3	3	5	2
a. Uses group dynamics techniques		3	3	3	3	
b. Develops human relationships within groups		1	1	1	1	
c. Leads groups to goal attainment		1	2	2	2	
d. Develops perception of being leader		-	-	4	4	

Table 1 (continued)

Competency	Teaching/Learning Category	Competency Assessment Team			National C. E. Experts	Training Institutions or Agencies
		1st	2-A	2-B		
8. ABILITY TO APPLY DATA TO DECISION-MAKING PROCESS	Needs Assessment and Evaluation	8	6	8	6	7 - 8
a. Applies information and data from other disciplines		3	3	4	3	
b. Evaluates community development activities		2	2	3	4	
c. Assesses community needs and matches internal and external resources		1	1	1	1	
d. Identifies priority needs of organization		-	-	2	2	
9. ABILITY TO UNDERSTAND ORGANIZATION OBJECTIVES AND RECONCILE PERSONAL OBJECTIVES WITHIN ORGANIZATION	Administration	9	15	20	18	15 - 22
a. Develops and achieves interpersonal goals		-	-	2	1	
b. Conveys philosophy of community education to staff		-	-	1	2	
10. ABILITY TO BE SELF-AWARE AND SELF-ASSESSING	Problem Solving	10	11	13	14	14
a. Develops and achieves personal goals		-	-	4	4	
b. Accepts own strengths and weaknesses		-	-	3	3	
c. Respects self and others		-	-	1	1	
d. Develops honesty and integrity		-	-	2	2	
11. ABILITY TO LOCATE, COLLECT AND ANALYZE DATA	Needs Assessment and Evaluation	11	10	12	9	1
a. Knows different ways to find out what community needs		-	-	1	1	
b. Determines the attitudes, needs, wants, and problems of community through survey		-	-	2	3	

Table 1 (continued)

Competency	Teaching/Learning Category	Competency Assessment Team			National C. E. Experts	Training Institutions or Agencies
		1st	2-A	2-B		
c. Develops criteria upon which qualitative judgments can be made		-	-	2	3	
d. Identifies required resources		-	-	4	4	
e. Critically analyzes readings, presentations, observations		-	-	5	5	
12. ABILITY TO RECOGNIZE AND ADOPT ALTERNATE SOLUTIONS	Problem Solving	12	12	15	15	11 - 13
a. Is able to accept failure		1	1	1	2	
b. Is able to revamp		2	2	2	1	
13. ABILITY TO WORK WITH OTHER DISCIPLINES		13	14	19	10	7 - 8
a. Gets different agencies to work together to meet community needs		-	-	1	1	
b. Utilizes community agencies		-	-	2	2	
14. ABILITY TO SECURE AND ADMINISTER FUNDS AND GRANTS		14	7	9	11	16
a. Knows local, state and federal funding sources		-	-	1	1	
b. Can write a proposal		-	-	2	2	
15. ABILITY TO COOPERATE WITH EXISTING TRAINING INSTITUTIONS	Administration	15	16	21	24	11 - 13
16. ABILITY TO GIVE CREDIT TO OTHERS	Group Organization, Leadership/ Maintenance	16	13	17	17	15 - 22
17. ABILITY TO CONTACT MEMBERS IN ISOLATED AREAS	Communication	17	17	24	23	23 - 24

Table 1 (continued)

Competency	Teaching/Learning Category	Competency Assessment Team			National C. E. Experts	Training Institutions or Agencies
		1st	2-A	2-B		
18. ABILITY TO INITIATE STRUCTURE	Administration	-	-	7	19	3 - 5
a. Develop long and short term goals for community education		-	-	1	1	
b. Coordinates efforts of group members to achieve goals		-	-	2	2	
c. Clearly tells what is expected of group members		-	-	4	4	
d. Develops strategies for accomplishing goals		-	-	3	3	
e. Makes job-related decisions		-	-	5	5	
19. ABILITY TO DELEGATE RESPONSIBILITY	Group Organization, Leadership/ Maintenance	-	-	14	12	15 - 22
20. ABILITY TO DEAL WITH CRITICISM	Problem Solving	-	-	22	21	15 - 22
21. ABILITY TO RECOGNIZE AND COPE WITH RISK	Problem Solving	-	-	23	20	23 - 24
22. ABILITY TO HANDLE CHANGE	Problem Solving	-	-	16	7	11 - 13
a. Facilitates group or organizational change		-	-	2	1	
b. Adapts to changing situations, concerning community needs		-	-	1	2	
23. ABILITY TO REMAIN OPTIMISTIC	Problem Solving	-	-	18	22	15 - 22
a. Persists in attaining goals		-	-	4	4	
b. Reticent to blame others		-	-	5	5	
c. Believes community can be a better place to live		-	-	1	1	
d. Believes all can learn if adequate opportunity provided		-	-	2	2	
e. Assists people in finding solutions to problems		-	-	3	3	

Table 1 (continued)

Competency	Teaching/Learning Category	Competency Assessment Team			National C. E. Experts	Training Institutions or Agencies
		1st	2-A	2-B		
24. ABILITY TO GIVE POWER TO PEOPLE IN COMMUNITY	Group Organization, Leadership/ Maintenance	-	-	6	4	9
a. Knows difference between helping and assisting		-	-	9	1	
b. Assists community in feeling personal power		-	-	5	8	
c. Makes community members feel important		-	-	3	5	
d. Helps community members meet needs of community		-	-	6	7	
e. Assists members to learn problem solving		-	-	4	2	
f. Helps residents learn ways to solve problems		-	-	2	4	
g. Helps others see problems in solvable way		-	-	7	6	
h. Develops leadership among community members		-	-	1	3	
i. Expands people's awareness of social and political forces		-	-	8	9	

TABLE 2

Test-retest Reliability Coefficients Over Six Weeks for CAT

Competency	$r_{xx}=$	$P < .05$
1. THE ABILITY TO COMMUNICATE EFFECTIVELY	.73	*
a. Writes news releases	.62	*
b. Makes multi-media presentations	.32	
c. Speaks in public	.52	*
d. Recognizes local idioms	.59	*
e. Communicates with people regardless of social or educational status	.41	*
f. Establishes rapport	.30	
g. Uses mass media to best advantage	.45	*
h. Listens to others	.14	
i. Assimilates information	.53	*
2. THE ABILITY TO GAIN ACCEPTANCE WITHIN A RURAL COMMUNITY	.90	*
a. Appreciates and adopts the normative behavior	.27	
b. Lives in a rural setting	.21	
c. Respects community structures and institutions	.43	*
3. THE ABILITY TO LOCATE, COLLECT, AND ANALYZE DATA	.73	*
4. THE ABILITY TO APPLY DATA TO THE DECISION MAKING PROCESS	.63	*
a. Applies information and data from other disciplines to community education processes	.18	
b. Evaluates community development activities	.34	*
c. Assesses community needs and matches internal and external resources	.25	
5. THE ABILITY TO SECURE AND ADMINISTER FUNDS AND GRANTS	.68	*
6. THE ABILITY TO SUPERVISE AND DIRECT COMMUNITY EDUCATION ACTIVITIES	.74	*
a. Manages personnel	.06	
b. Makes budgeting decisions	.19	

Table 2 (continued)

Competency	$r_{xx} =$	$P < .05$
c. Manages time	.29	
d. Identifies support resources	.06	
e. Supervises community education on-the-job training	.18	
7. THE ABILITY TO COOPERATE WITH EXISTING TRAINING INSTITUTIONS	.49	*
8. THE ABILITY TO WORK WITH OTHER DISCIPLINES	.37	*
9. THE ABILITY TO LEAD GROUPS	.45	*
a. Uses group dynamics techniques	.30	
b. Develops human relationships within groups	.15	
10. THE ABILITY TO IDENTIFY, UNDERSTAND, AND WORK WITH FORMAL AND INFORMAL POWER STRUCTURES	.08	
11. THE ABILITY TO RECOGNIZE THE FEELINGS OF OTHERS AND ADJUST BEHAVIOR ACCORDINGLY	.18	
12. THE ABILITY TO CONTACT MEMBERS IN ISOLATED AREAS	.70	*
13. THE ABILITY TO BE SELF-AWARE AND SELF-ASSESSING	.53	*
14. THE ABILITY TO RECOGNIZE AND ADOPT ALTERNATE SOLUTIONS	.61	*
a. Is able to accept failure	.43	*
b. Is able to revamp	.31	
15. THE ABILITY TO GIVE CREDIT TO OTHERS	.09	
16. THE ABILITY TO UNDERSTAND ORGANIZATIONAL OBJECTIVES AND RECONCILE PERSONAL OBJECTIVES WITHIN THE ORGANIZATION	.00	
17. THE ABILITY TO HANDLE CONFLICT SITUATIONS, CRISIS	.59	*

important for implementing community education in the rural South. "The ability to communicate effectively" was consistently ranked first, followed by "the ability to gain acceptance within a rural community". The national community education experts agreed with the assessment made by the CAT. They also ranked "the ability to communicate effectively" first, and "the ability to gain acceptance within a rural community" second. In fact, data in Table 3 show that the CAT's rankings of "the ability to communicate effectively" agreed most as evidenced by the standard deviation (S.D. = 2.7). This standard deviation was the smallest for any of the leadership competencies. Table 3 also reveals that the standard deviations for the other competencies which were ranked important showed approximately the same variance as those competencies which were ranked not as important. This means the CAT was relatively consistent in their rankings regardless of the importance or non-importance of the competency.

Initially, the CAT thought that "the ability to identify, understand, and work with formal and informal power structures" should be ranked third in overall importance. Administration of the second mail survey, however, resulted in that competency's drop from third to fourth place, while "the ability to lead groups" moved from seventh place in the mail survey to third place in the second mail survey. The national community education experts agreed with the CAT on "the ability to identify, understand, and of work with formal and informal power structures" by ranking that competency third. "The ability to lead groups" was ranked fifth by the national community education experts.

An administrative skill, "the ability to supervise and direct community education activities" was ranked fourth in the initial mail

TABLE 3

Competency and Subcompetency Medians and Standard Deviations by Group

	CAT I		CAT II		National Experts		Total	
	Md	S.D.	Md	S.D.	Md	S.D.	Md	S.D.
1. ABILITY TO COMMUNICATE EFFECTIVELY	1.8	2.7	2.5	3.2	2.8	3.5	2.5	3.3
a. Writes news releases	7.9	1.2	8.8	1.2	9.3	1.5	8.9	1.3
b. Makes multi-media presentations	8.5	0.7	9.3	0.9	9.1	1.5	9.2	1.1
c. Speaks in public	5.3	1.5	6.8	1.8	6.8	1.8	6.8	1.8
d. Recognizes local idioms	5.6	2.0	5.6	2.1	5.7	2.1	5.6	2.1
e. Communicates with all	1.5	1.3	1.7	1.9	1.8	1.6	1.7	1.8
f. Establishes rapport	2.8	1.0	2.5	1.0	3.3	1.2	2.8	1.2
g. Uses mass media	6.8	1.3	7.0	1.9	7.4	1.6	7.2	1.7
h. Listens to others	2.0	0.9	2.2	1.4	1.8	1.8	2.0	1.5
i. Assimilates information	4.6	1.6	4.9	1.8	3.8	2.2	4.7	2.0
j. Articulates C.E. concept			5.4	1.7	5.1	2.7	5.3	2.1
2. ABILITY TO GAIN ACCEPTANCE	2.1	4.0	2.6	6.0	5.0	7.8	3.1	6.9
a. Adopts normative behavior	2.3	0.7	2.7	0.9	3.6	0.6	3.1	0.8
b. Lives in rural setting	1.8	0.9	3.0	1.2	3.3	1.4	3.1	1.3
c. Respects community institutions	1.8	0.8	2.6	1.2	1.6	0.8	2.0	1.1
d. Identifies subgroup(s) values			1.8	1.0	2.1	0.6	2.0	0.9
3. ABILITY TO LOCATE, COLLECT, ANALYZE DATA	10.1	4.1	12.3	6.5	11.0	5.1	11.8	6.1
a. Knows ways to find needs			1.2	0.9	1.7	1.1	1.3	1.0
b. Determines problems through survey			2.5	1.3	2.4	1.3	2.4	1.3
c. Develops criteria for judgment			3.1	1.2	2.3	1.3	2.9	1.2
d. Identifies required resources			3.4	0.9	3.2	1.1	3.3	1.0
e. Analyzes readings, observations			4.6	1.2	4.8	0.6	4.7	1.0
4. ABILITY TO APPLY DATA TO DECISION-MAKING	9.0	3.9	10.0	6.2	8.0	7.1	8.5	6.5
a. Applies information from other disciplines	2.6	0.6	3.5	1.0	2.8	1.3	3.4	1.1
b. Evaluates activities	2.3	0.6	3.2	0.9	3.1	0.8	3.1	0.8
c. Assesses needs and matches resources	1.0	0.3	1.3	0.7	1.4	0.9	1.3	0.8
d. Identifies organization's needs			2.1	0.9	2.4	1.1	2.2	1.0

Table 3 (continued)

	CAT I		CAT II		National Experts		Total	
	Md	S.D.	Md	S.D.	Md	S.D.	Md	S.D.
5. ABILITY TO SECURE AND ADMINISTER FUNDS, GRANTS	11.3	4.0	10.3	6.2	12.8	6.7	11.0	6.4
a. Knows funding sources			1.2	0.5	1.1	0.4	1.2	0.5
b. Can write a proposal			1.8	0.5	1.9	0.4	1.8	0.5
6. ABILITY TO DIRECT C.E. ACTIVITIES	5.3	4.8	8.3	6.7	15.0	8.1	8.5	7.5
a. Manages personnel	2.2	1.3	2.9	2.1	4.8	2.3	3.5	2.2
b. Makes budgeting decisions	3.5	1.0	5.7	1.7	5.3	1.8	5.6	1.7
c. Manages time	1.5	1.2	3.1	1.5	3.8	1.7	3.5	1.6
d. Identifies support resources	3.1	1.3	3.9	1.9	3.7	1.7	3.8	1.8
e. Supervises on-the-job training	4.5	1.3	7.1	1.5	6.8	1.6	7.0	1.5
f. Portrays accessibility			4.1	2.0	4.0	2.4	4.1	2.1
g. Allows 2-way communication			1.4	2.4	1.3	2.0	1.3	2.2
h. Coordinates use of facilities			6.1	1.7	6.2	2.1	6.1	1.8
7. ABILITY TO COOPERATE WITH TRAINING INSTITUTIONS	12.8	4.6	18.3	5.6	22.6	5.3	19.0	5.6
8. ABILITY TO WORK WITH OTHER DISCIPLINES	10.8	3.9	16.3	5.1	11.3	6.1	14.5	5.7
a. Gets agencies to work together			1.4	0.5	1.2	0.5	1.3	0.5
b. Utilizes community agencies			1.6	0.5	1.8	0.5	1.7	0.5
9. ABILITY TO LEAD GROUPS	8.8	3.7	6.3	5.8	6.3	4.0	6.3	5.2
a. Uses group dynamics	1.8	0.4	2.8	1.1	2.7	0.9	2.8	1.0
b. Develops human relationships	1.2	0.4	1.6	0.8	1.6	0.8	1.6	0.8
c. Leads group to goal			2.2	0.9	2.3	1.2	2.2	1.0
d. Develops perception as leader			3.8	1.0	3.6	1.2	3.7	1.1
10. ABILITY TO WORK WITH POWER STRUCTURES	4.6	3.1	7.3	3.7	6.0	4.6	6.8	4.0
11. ABILITY TO RECOGNIZE FEELINGS, ADJUST BEHAVIOR	7.8	4.2	11.3	6.5	14.0	5.0	12.5	6.0
12. ABILITY TO CONTACT ISOLATED MEMBERS	16.7	3.8	23.5	5.7	21.3	5.6	23.1	5.6
13. ABILITY TO BE SELF-AWARE, SELF-ASSESSING	9.7	4.6	12.8	6.8	14.0	7.1	13.0	6.9
a. Develops personal goals			3.5	1.0	3.7	0.7	3.6	0.9

Table 3 (continued)

	CAT I		CAT II		National Experts		Total	
	Md	S.D.	Md	S.D.	Md	S.D.	Md	S.D.
b. Accepts strengths and weaknesses			2.9	1.7	2.8	0.8	2.8	1.4
c. Respects self and others			1.7	0.8	1.4	0.8	1.6	0.8
d. Displays honesty and integrity			2.1	1.1	2.1	1.0	2.1	1.1
14. ABILITY TO RECOGNIZE ALTERNATE SOLUTIONS	10.7	3.3	13.9	3.9	15.0	5.0	14.1	4.3
a. Accepts failure	1.2	0.5	1.3	0.5	1.7	0.5	1.5	0.5
b. Is able to revamp	1.8	0.5	1.7	1.2	1.3	0.5	1.6	1.0
15. ABILITY TO GIVE CREDIT TO OTHERS	13.7	4.6	14.5	6.3	16.0	5.3	14.8	5.9
16. ABILITY TO UNDERSTAND, RECONCILE OBJECTIVES	9.3	3.5	17.0	3.6	16.0	6.0	16.7	4.6
a. Develops interpersonal goals			1.8	1.7	1.4	0.5	1.6	1.4
b. Conveys C.E. philosophy to staff			1.3	1.0	1.6	0.5	1.4	0.9
17. ABILITY TO HANDLE CONFLICT, CRISIS	8.4	4.1	11.8	5.5	10.3	5.0	11.7	5.4
18. ABILITY TO INITIATE STRUCTURE			10.0	6.4	16.8	6.4	11.0	6.3
a. Develops goals			2.0	1.6	1.3	1.4	1.5	1.5
b. Coordinates group effort			2.1	1.2	2.3	1.3	2.2	1.2
c. Clearly tells expectations			3.4	1.1	3.5	1.3	3.4	1.2
d. Develops strategies for goals			2.2	1.2	2.7	0.7	2.4	1.0
e. Makes job related decisions			4.5	0.9	4.6	1.1	4.6	1.0
19. ABILITY TO DELEGATE RESPONSIBILITY			13.3	5.2	13.3	5.4	13.3	5.2
20. ABILITY TO DEAL WITH CRITICISM			18.5	6.2	18.0	5.1	18.3	5.8
a. Criticizes without attacking			1.9	1.5	2.0	0.0	1.9	1.2
b. Accepts criticism			1.2	0.4	1.0	0.0	1.1	0.4
21. ABILITY TO COPE WITH RISK			20.5	5.4	16.8	7.1	18.8	6.3
22. ABILITY TO HANDLE CHANGE			14.3	4.7	9.3	5.8	13.7	5.4
a. Facilitates group change			1.8	0.5	1.4	0.5	1.7	0.5
b. Adapts to changing needs			1.2	1.6	1.6	0.5	1.3	1.3

Table 3 (continued)

	CAT I		CAT II		National Experts		Total	
	Md	S.D.	Md	S.D.	Md	S.D.	Md	S.D.
23. ABILITY TO REMAIN OPTIMISTIC			16.2	6.2	18.8	6.7	17.0	6.3
a. Persists in attaining goals			3.4	1.3	4.0	1.3	3.7	1.3
b. Reticent to blame others			4.4	1.0	4.3	0.6	4.4	0.9
c. Believes community can be better			1.5	1.4	1.6	1.5	1.6	1.4
d. Believes all can learn			2.2	1.4	2.3	1.0	2.2	1.3
e. Assists in solving problems			2.3	1.3	2.4	1.2	2.4	1.2
24. ABILITY TO GIVE POWER TO PEOPLE			8.8	6.1	6.0	4.8	7.5	5.8
a. Knows difference between helping and assisting			6.3	3.4	1.5	3.2	4.8	3.3
b. Assists members in feeling personal power			5.0	2.8	6.5	2.9	5.7	2.8
c. Makes members feel important			4.3	2.5	4.5	3.1	4.4	2.7
d. Helps members meet needs			5.5	2.6	5.5	2.2	5.5	2.4
e. Teaches problem solving techniques			5.0	2.4	4.0	2.1	4.4	2.4
f. Teaches ways to solve problems			4.3	2.2	4.5	2.2	4.4	2.2
g. Helps others see problems as solvable			5.6	2.1	5.5	2.1	5.6	2.1
h. Develops leadership in others			3.0	2.2	4.5	2.1	3.6	2.2
i. Expands awareness of social, political forces			5.6	2.6	7.5	2.2	6.4	2.6

survey by the CAT. This same competency dropped to fifth in the second mail survey, however. A wide discrepancy was found between rankings assigned by the CAT and the national community education experts on "the ability to supervise and direct community education activities". The national community education experts discounted the importance of this competency ranking it sixteenth.

"The ability to recognize the feelings of others and to adjust one's behavior accordingly" was ranked fifth by the CAT in the initial mail survey. This assessment fluctuated, however, in the second mail survey. When the competencies obtained from the literature review were ignored, "the ability to recognize the feelings of others and adjust one's behavior accordingly" was ranked eighth; when the literature competencies were included, this competencies rank dropped to tenth. A discrepancy existed between the CAT and the national community education experts regarding "the ability to recognize the feelings of others and adjust one's behavior accordingly". The national community education experts found this competency less important than did CAT members.

Inspection of the data reveals that "the ability to handle conflict, crises, and emergencies" also fluctuated somewhat between the initial rank ordering and the subsequent rank ordering by the CAT. Initially, this competency was ranked sixth; however, it dropped to ninth place when the competencies gleaned from the literature were ignored and eleventh when they were included. The national community education experts were in fairly close agreement with the CAT ranking this competency eighth.

"The ability to apply data to the decision-making process" was ranked eighth by the CAT in the first mail survey. On the second mail survey this competency climbed to sixth when the literature competencies were ignored, thus agreeing with the national community education experts. This competency retained its eighth place ranking, however, when the literature competencies were included.

In the initial mail survey, "the ability to understand organization objectives and to reconcile personal objectives within the organization" was ranked ninth by the CAT. A significant drop occurred, however, when the panel was polled the second time. This drop resulted in closer agreement between the CAT and the national community education experts with regard to this particular competency.

"The ability to be self-aware and self-assessing" and "the ability to locate, collect, and analyze data" were ranked tenth and eleventh respectively in the first mail survey by the CAT. Results of second mail survey show that the competencies ranks changed only slightly, reversing their order of importance. The national community education experts considered "the ability to locate, collect, and analyze data" to be the more important of the two competencies ranking it ninth while the "ability to be self-aware and self-assessing" was ranked fourteenth.

"The ability to secure and administer funds and grants" was ranked relatively low (fourteenth) in the initial mail survey by the CAT. This competency climbed to a rank of seventh in the second mail survey when literature competencies were ignored, and ninth when they were included. The national community education experts ranked "the ability to administer funds and grants" eleventh, assigning it approximately the same importance as "the ability to work with other disciplines", which they ranked tenth. The CAT did not view this competency as important as the national community education experts.

In the second mail survey several competencies gleaned from the literature were found to be important to the CAT members. They ranked "the ability to give power to the people in the community" sixth in importance. The national community education experts agreed that this competency was important, ranking it fourth. The CAT also ranked "the ability to initiate structure" high, giving it a rank of seven. The national community education experts ranked "the ability to initiate structure" nineteenth. Instead, the national community education experts ranked "the ability to handle change" in seventh place. while the CAT ranked this competency sixteenth. Thus, in the areas of initiating structure and adjusting to change, the data reveal definite differences between the CAT and national community education experts.

The five competencies ranked last were considered by the project staff to be unimportant in comparison with the other competencies. Thus, the CAT considered the following competencies to be less important:

1. The ability to contact members in isolated areas.
2. The ability to recognize and cope with risk.
3. The ability to deal with criticism.
4. The ability to cooperate with existing training institutions.
5. The ability to understand organization objectives and reconcile personal objectives within the organization.

Basically, the national community education experts agreed that these competencies were less important. The national community education experts, however, included "the ability to remain optimistic" and excluded "the ability to understand organizational objectives and reconcile personal objectives within the organization" from the list of unimportant objectives. These differences were considered minor since both groups agreed that these competencies were relatively unimportant.

The paragraphs above have provided the reader with a summary of findings related to the competency assessment process. Additional discussion of these data is provided in the section which follows. The discussion centers around the relationship between task and competencies.

Task Assessment Results

The result of the task assessment process was the creation of a list of 56 appropriate actions or behaviors for implementing community education in the rural South. The list of appropriate actions or behaviors grouped by their perceived importance to the implementation process can be found in Table 4.

In brief, the Competency Assessment Team (CAT) stated that, above all else, community educators should be personable, friendly, sincere, and earthy. They felt it was important to let community members identify their own problems and cautioned that when bringing in resource people to help solve these problems individuals who will fit the community's structure, attitudes, and values as well as its needs should be picked. Detailed results of the task assessment can be found in Table 4.

The internal consistency reliability of the task assessment instrument was high (4 = .86). This figure indicates that approximately 75% of the inter-item variance could be accounted for by the instrument and that individuals were responding in a consistent fashion.

Relationship Between Tasks and Competencies

The project staff hypothesized that particular appropriate actions or behaviors would relate more directly to some competency statements than others. Specifically, it was hypothesized that particular

TABLE 4

APPROPRIATE ACTIONS OR BEHAVIORS
Generated and Rated by the CAT

Actions of Very Top Importance ($\overline{X}$=4.5-5.0

1. Be personable, friendly, sincere, earthy
2. Let community members identify their own problems
3. Be sure your resource people will fit into the community needs, structure, attitudes, and values

Actions of Great Importance ($\overline{X}$=3.5-4.49)

1. Be accessible - no unlisted phone number
2. Forget 8-5 working hours
3. Attend local functions
4. Support local business, industry, and community development
5. Attend church and do your part
6. Follow up on visits (not just once)
7. Accept hospitality and return it
8. Show concern for children and family
9. Discover favorite community sports and leisure time activities
10. Learn the local language
11. Don't talk down. Remember, you're not there to solve their problems, but to learn from them.
12. Avoid manipulation
13. Accept favors gracefully and willingly
14. Be patient, not pushy
15. Know the area geographically
16. Remember names and use them
17. Be honest about what you don't know
18. Be flexible
19. Don't equate "book learning" with intelligence, achievement, or wealth
20. Use the local newspaper; check who accomplished what, when, and how, and who is on various committees
21. Obtain a community population breakdown by age, sex, and race
22. Inventory all community resources
23. Obtain all existing community plans

Table 4 (continued)

24. Obtain a list of government leaders
25. Recognize the church leaders
26. Seek the advice of community leaders
27. Recognize the importance of and capitalize on already established groups (garden clubs, woman's clubs, civic organizations)
28. Take mental notes, write them down later
29. Be aware of and use informal communication systems
30. Allow for the implementation of creative ideas from any source
31. Allow community people to develop skills by teaching peers
32. Know what employment opportunities are available
33. Establish contact with local, state, and federal agencies
34. Compliment existing programs
35. Subtly say that you've detected a common interest; get the interest and dialogue going by planting the seed through community members
36. Let the community take the initiative, then step in to assist
37. Be aware of and wary of cliques
38. Avoid gossip

Actions of Medium Importance ($\bar{X}$=2.5-3.49)

1. Adhere to the local dress code
2. Do not take away from valuable work time or work hours
3. Visit Post Office and general store often
4. Honor Sunday - (e.g., no card playing, don't mow yard)
5. Pitch in to save people time before asking for their help
6. Forget a lot of your theoretical book learning
7. Avoid labels for what you are trying to do
8. Use the snowball technique; ask 20 people to name 3 community problems, then ask who can solve them
9. Be "adopted" by a person in a power position
10. When you visit, take something to share
11. Travel on rainy days when people are not in the field
12. Avoid controversy

Table 4 (continued)

Actions of Little Importance ($\bar{X}$=1.5-2.49)

1. Go to the bank to find out who the wealthy landowners and business persons are
2. Drink what everyone else is drinking; do not turn it down
3. Always go to the back door, not the front door

appropriate actions and behaviors would relate most to the competencies "the ability to gain acceptance within a rural community" and to "the ability to identify, understand, and work with formal and informal power structures". Therefore, product moment correlations were run between the 56 appropriate actions or behaviors and each of the original leadership competency rankings obtained from the first mail survey.

A summary of the comparative results can be found in Table 5. Although correlations of .34 and above were statistically significant (at the .05 level) only correlations of .50 (significant at the .005 level) and above were reported. Since the tests for significance were not independent of each other, decisions regarding the levels of significance were based on practical significance in order to keep significant findings from occurring by chance alone.

The leadership competency with the greatest number of significant correlations was "the ability to gain acceptance within a rural community". Appropriate actions or behaviors which correlated positively with leadership competencies included "showing concern for family", "avoiding manipulation", "not talking down to others", "finding out at the bank who the wealthy landowners and business persons are", and "using the snowball technique by asking others about several community problems and who could solve them".

Four competencies had significant correlations with appropriate actions or behaviors items. The more important the competency assessment team found the leadership competency "the ability to communicate effectively", the more important they found the following appropriate actions or behaviors: (1) "willingness to accept favors", (2) "be patient", (3) "inventory community resources", and (4) "contact government agencies". The more important the CAT found the leadership competency "the ability to locate, collect, and analyze data", the more important they found the appropriate actions or behaviors: (1) "obtain a population breakdown of the community", (2) "inventory community resources", (3) "obtain all existing community development plans", and (4) "list all government leaders". Data reveal that the more important the CAT found the leadership competency "the ability to apply data to the decision-making process", the more important they thought it was for a community educator to: (1) "know the area geographically", (2) "remember and use names", (3) "list government leaders", and (4) "recognize church leaders". Conversely, the more important the CAT found the leadership competency "the ability to give credit to others", the less important they found the appropriate actions and behaviors which follow: (1) "list government leaders", (2) "use the back door when calling on others". The relationship between the leadership competency "the ability to give credit to others" and the appropriate actions or behaviors is not as easily recognized as were the relationships with other competencies. One might guess, however, that the importance of "the ability to give credit to others" is inversely related to appropriate actions or behaviors which suggest using less traditional methods in accomplishing goals.

The project staff hypothesized that a number of significant correlations would be found between the appropriate actions or behaviors and the leadership competency "the ability to identify, understand, and work with formal and informal power structures". As shown by Table 5, this hypothesis was not confirmed. Only one significant correlation appeared. This finding is puzzling since many of the appropriate

TABLE 5

Product Moment Correlations Between Competencies and Appropriate Actions or Behaviors (Tasks)

COMPETENCIES		ACTIONS OR BEHAVIORS											
		Adhere to dress code 1	Don't take away work time 2	Honor Sunday 6	Attend local functions 8	Attend church 10	Show concern for family 13	Avoid manipulation 17	Don't talk down 18	Accept favors 19	Be patient 20	Know area geographically 22	Remember and use names 23
Communicate	1									+.69	+.72		
Gain acceptance	2						+.51	-.59	+.72				
Analyze data	3												
Apply data to decisions	4											+.58	+.52
Administer funds, grants	5												
Supervise C.E. activities	6				-.55								
Cooperate with training institutions	7												
Lead groups	9								+.53				
Power structures	10	-.59											
Recognize others' feelings	11												
Contact isolated members	12					+.50							
Self-aware	13		-.54			-.60							
Give credit	15												
Handle conflict, crisis	17	-.57		+.52									

Table 5 (continued)

COMPETENCIES		ACTIONS OR BEHAVIORS										
		Be honest about ignorance 24	Book learning & achievement 27	Use local newspaper 28	Use snowball technique 29	Find wealthy at bank 30	Obtain population breakdown 32	Inventory community resources 33	Obtain community plans 34	List government leaders 35	Recognize church leaders 36	Get advice from leaders 37
Communicate	1							+.69				
Gain acceptance	2				+.57	+.54						
Analyze data	3						+.72	+.50	+.59	+.52		
Apply data to decisions	4									+.58	+.54	
Administer funds, grants	5											
Supervise C.E. activities	6	-.50										
Cooperate with training institutions	7			+.56								
Lead groups	9											
Power structures	10											
Recognize others' feelings	11		-.57									
Contact isolated members	12											
Self-aware	13								-.52			
Give credit	15									-.59		-.52
Handle conflidt, crisis	17						-.58					

Table 5 (continued)

COMPETENCIES		ACTIONS OR BEHAVIORS				
		Use established groups 38	Go to back door 43	Fit resource people 48	Contact government agencies 50	Avoid gossip 56
Communicate	1				+.51	
Gain acceptance	2					
Analyze data	3					
Apply data to decisions	4					
Administer funds & grants	5			-.52		
Supervise C.E. activities	6					
Cooperate with training institutions	7					
Lead groups	9					+.50
Power structures	10					
Recognize others' feelings	11					
Contact isolated members	12		+.53			
Self-aware	13					
Give credit	15	-.53	-.54			
Handle conflict, crisis	17					

actions or behaviors items appear to relate directly to finding the power centers in a rural community. Perhaps the leadership competencies "the ability to gain acceptance in a rural community" and "the ability to identify, understand, and work with formal and informal power structures" are interrelated to such an extent that differentiation did not occur.

Summary of Competency and Task Results

Both of the leadership skill competencies which were ranked first and second in importance addressed concerns related to communications. Both the CAT and the national community education experts ranked "the ability to communicate" as most important while "the ability to gain acceptance within a rural community" was placed second by both groups.

Other competencies ranked in the top 10 by both groups included:

1. The ability to work with formal and informal power structures.
2. The ability to handle conflict situations and crises.
3. The ability to lead groups.
4. The ability to use data in the decision-making process.
5. The ability to give power to people in community (e.g., develop leadership within the community).

The CAT believed "the ability to direct community education activities", "the ability to recognize feelings and adjust behavior", and "the ability to initiate structure" were also important. However, these competencies were not ranked high by the national community education experts. The national community education experts perceived "the ability to handle change" as more important to community educators than did the CAT.

Appropriate actions or behaviors which the CAT believed to be of top importance consisted of: (1) "being personable, friendly, sincere and earthy", (2) "allowing community members to identify their own problems", and (3) "bringing resource people into the community who will fit into the community and be accepted by the community". The strongest relationship between a leadership competency and the appropriate actions or behaviors existed between the competency "the ability to gain acceptance within the rural community" and the following appropriate actions or behaviors: (1) "showing concern for family", (2) "avoiding manipulation", (3) "not talking down to others", (4) "finding the wealthy through the bank", and (5) "using the snowball technique for discovering community needs and resources".

Training Assessment Methodology

The Instrument

An integral part of this project was the assessment of current training opportunities available to community education leaders in the rural South. The intent was to determine services offered by various training institutions, the components of community education emphasized within training programs, and different program emphasis for individuals interested in rural vs. urban community education leadership. Most importantly, however, the project staff wished to determine the specific leadership competencies emphasized by institutions of higher education offering community education training programs. Thus, it was decided to survey a number of these institutions in the southeastern United States.

Utilizing staff member input regarding necessary information to include in the training assessment questionnaire, a preliminary instrument was devised and presented to the staff at the University of Florida Center for Community Education and the project consultants for a critique of ambiguous questions, ambiguous wording, coverage of content areas, and sequence of item presentation.

Based on the critique feedback, the final instrument for the mail survey was devised (see Appendix C). The pertinent information to be generated via the mail questionnaire included:

1. Services offered.
2. Number of rural and urban clients using services.
3. Components emphasized in offering service.
4. Competencies stressed in training components.
5. Differences in training for rural and urban clients.

To insure that such information was forthcoming, the questionnaire was constructed utilizing a completion, open-ended response format rather than forced-choice in order to guard against biasing the anticipated responses. The problem of bias was considered particularly worrisome in the competency listing area where it was feared that an acquiescence response set would develop if respondents were only asked to check which competencies were integrated into their training programs.

A separate sheet entitled "Major Components of Community Education" was included in the mailout in order to provide respondents with a common definition of community education and to focus possible responses in Area 3 (components emphasized in offering services). The major components sheet can be found in Appendix D.

The Sample

Potential respondents were chosen from a six-state area including Florida, Georgia, Louisiana, Alabama, Tennessee, and Mississippi. Only colleges, universities and offices in the state department of education were considered for inclusion in the sample.

After limiting the states and service agencies, two steps were taken to determine the final sample. First, all agencies in the six-state region housing Centers for Community Education (listed in the latest brochure published by the Charles Stewart Mott Foundation) were selected (N = 14). Second, to insure that relevant programs were not excluded from the sample, all colleges and universities in the six-state area with enrollment above 6500 students were chosen, bringing the total to N = 36.

As a check, the questionnaire respondents were asked to indicate other institutions or agencies which offered training in community education. Any institution or agency reported which was not included in the original list of potential respondents was added to the mailing list and sent a training questionnaire. Only 3 institutions were added bringing the sample total to N = 39.

The respondents from the sample were sent a stenciled cover letter (see Appendix C) addressing them by name, if known. If the names were not known, the questionnaire was sent to the chairperson of the department of educational administration. After six weeks, a second questionnaire packet and cover letter was sent asking respondents to return the training questionnaire if they had not yet done so. Finally, respondents were contacted by telephone in an attempt to secure an adequate response rate regarding training.

Training Assessment Results

Response Rate

Of the 39 questionnaires mailed, 27 were returned for a response rate of 69 percent. For the subset of 14 agencies or institutions known to offer training in community education, 13 returned their questionnaires (a 93 percent response rate).

Services Rendered

Of the 27 respondents, 19 or 70 percent indicated that they offered training in community education through undergraduate classes, graduate classes, field experience, practicums, or workshops. Several respondents indicated that they offered community education training, but failed to indicate the number of persons receiving the training. For purposes of this analysis, we reported only those cases where a definite number of people were reported to have received community education training. This decision had an effect on only three of six respondents who checked the "other" training category but failed to include the number of individuals trained.

The number of years the responding agencies/institutions had offered community education training varied from a low of one semester to a high of 18 years. The average number of years in operation was approximately five. This figure may be somewhat misleading, however, since it appears that several of the programs with longevity of existence were initially adult education training programs and have only recently become involved with community education.

Data analysis revealed that the "other" training category (including items such as evaluation, action research projects, technical assistance, consultant services, one-day presentations, and inservice adult education) was least used method of preparation by the institutions or agencies responding.

The most predominant training method (95 percent of the respondents indicated use) was the workshop (see Table 6). Only one respondent

TABLE 6

Demographic Data on Institutions and Agencies Training Community Education Leaders

INSTITUTION	YEARS OPERATION	UNDERGRADUATE				GRADUATE				FIELD EXPERIENCE			
		NO.	% RURAL	% URBAN	% UKN	NO.	% RURAL	% URBAN	% UKN.	NO.	% RURAL	% URBAN	% UKN.
Ala. Dept. of Educ.	1.5												
Atlanta Univ. (Ga.)	.5					8			100%				
Auburn Univ. (Ala.)	7.0	80			100%	200			100%	30			100%
Columbus Col. (Ga.)	.5	23			100%					7	50%	50%	
Fla. Atlantic Univ.	12.0	200	15%	80%	5%	18	1%	98%	1%	3		100%	
Fla. Dept. of Educ.	6.0												
Fla. St. Univ.	18.0					60	20%	80%					
Ga. Southern Col.	3.0					96			100%	250		100%	
La. Dept. of Educ.	2.0												
Memphis State Univ. (Tn.)	2.0					9		100%					
Southern La. Univ.	4.0					48	33%	67%		1			100%
Tenn. Dept. of Educ.	1.5												
Univ. of Ala.	7.0					50	50%	50%		15	50%	50%	
Univ. of Fla.	5.5					93	50%	50%		8		100%	
Univ. of So. Miss.	3.0	160			100%	51	90%	10%		5		100%	
Univ. of S.W. La.	5.0					50	65%	35%		50	65%	35%	
Univ. of Tenn.	5.0	14	20%	80%									
Univ. of W. Fla.	5.0					120			100%	100		100%	
Valdosta St. Col. (Ga.)	2.0	150	60%	30%	10%	80	40%	40%	20%	70	80%	10%	10%
Average	4.2	104.5	20%	34%	46%	68	23%	27%	50%	49	18%	10%	10%
Percent of institutions offering program				32%				68%				58%	

Table 6 (continued)

INSTITUTION	WORKSHOPS				OTHER				URBAN/RURAL TRAINING DIFFERENCES	
	NO.	% RURAL	% URBAN	% UKN.	NO.	% RURAL	% URBAN	% UKN.	NO	YES
Ala. Dept. of Educ.	1,230	65%	35%							X
Atlanta Univ. (Ga.)	45			100%					X	
Auburn Univ. (Ala.)	100			100%						X
Columbus Col. (Ga.)	22	75%	25%						X	
Fla. Atlantic Univ.	400	25%	75%							X
Fla. Dept. of Educ.	400	20%	60%	20%						X
Fla. State Univ.	40	10%	90%						X	
Ga. Southern Col.	300			100%					X	
La. Dept. of Educ.	500	60%	40%							X
Memphis State Univ. (Tn.)									X	
Southern La. Univ.	150	33%	67%		150	33%	67%		X	
Tenn. Dept. of Educ.	200	80%	20%						X	
Univ. of Ala.	400	50%	50%						X	
Univ. of Fla.	543	30%	70%							X
Univ. of So. Miss.	78	75%	25%		385	85%	15%		X	
Univ. of S.W. La.	150	65%	35%							X
Univ. of Tenn.	200	60%	40%							X
Univ. of W. Fla.	100			100%					X	
Valdosta St. Col. (Ga.)	250	70%	30%		240	50%	50%			X
Average	284	45%	43%	12%	258	64%	36%			
Percent of institutions offering program		95%								

failed to state that workshops were used as a training method. The second most utilized training method was classroom instruction. About two-thirds (68 percent) of the institutions indicated that they conduct graduate level classroom instruction. The third most utilized training method was the field experience; over half (58 percent) stated that this training method was currently used. Data analysis indicated that slightly less than a third of the respondents offer undergraduate classroom instruction.

The respondents indicated that the greatest number of people were offered training through workshops. Across the various institutions it was estimated that over 5100 people were trained through community education workshops. Approximately 900 people were trained through graduate level classroom instruction and nearly 800 through "other" methods (case study, research projects, extension course work). The fewest people were reached through undergraduate classes (600) and field experience (500). This data must be interpreted with caution, however, since individuals could have been counted more than once.

Background of Clients

In order to assess whether educators in institutions of higher education were aware of the demographic background of their clients, respondents were asked to indicate the portion of their clients which came from urban or rural backgrounds per type of training activity. In general, the background of 20 percent of the clients was unknown. Closer inspection of the various training methods assessed, however, reveals that wide variation in urban or rural origin occurred from training method to training method.

Nearly all (88 percent) workshop participants were classified as coming from both urban and rural backgrounds with about half coming from each. Since a tremendous number of clients were reached through this method, a bias may exist in the general findings. This bias would make it appear overall that a greater number of individuals from each category were classifiable than was actually true. For example, 72 percent of the clients participating in field or practicum training experiences could not be classified as either urban or rural. Approximately half of the graduate or undergraduate students could be classified, whereas a little more than a third could be classified within the "other" category.

It is possible that the many participants could be classified when workshops were used because the geographical locations were known prior to conducting the workshop. Students, on the other hand, are admitted on the basis of grades and test scores, not by geographical location.

Components Emphasized

In order to assess the general orientation and direction of the training programs, the University of Florida's definition of the major components of community education was included with the survey instrument (see Appendix D). Respondents were asked to note the components which they emphasized. Results showed that institutions were evenly split between those that addressed all five components and those that addressed none (N = 8 in both cases). Only three institutions mentioned that they addressed some of the components and not others.

Since there was a lack of varying responses to this question, it must be interpreted with caution. It is possible that half the respondents did not see or use the Major Components Sheet (enclosed in the questionnaire packet) when determining their responses. This would result in negating the comparison value of the question.

Competencies Emphasized

"The ability to locate, collect, and analyze data" was mentioned most frequently as a competency emphasized by the institutions surveyed. The second most mentioned competency was "the ability to lead groups" (see Table 7). The competencies mentioned third most frequently were: (1) "the ability to apply data to the decision-making process", (2) "the ability to supervise and direct community education activities", and (3) "the ability to initiate structure". Respondents also mentioned that "the ability to understand the philosophy of community education" was inherent in their training programs, a finding which would have been alarming if absent from the responses.

"The ability to secure and administer funds and grants" was mentioned by slightly less than half of the respondents. This competency was closely followed in frequency by "the ability to apply data to the decision-making process" and "to work with other disciplines". "An understanding of administrative or organizational structures" was also included in this grouping.

A number of competencies identified by the competency assessment team (CAT) and through the literature review were conspicuously absent in the listings identified by respondent institutions. "The ability to deal with criticism", "the ability to recognize and cope with risk", and "the ability to contact members in isolated areas" were not mentioned by any of the respondents. Further, the following competencies were mentioned by only one institution:

1. The ability to be self-aware and self-assessing.
2. The ability to gain acceptance within a rural community.

TABLE 7

Leadership Competencies Stressed In Training Programs By Institutions of Higher Education and State Departments of Education

RANK	COMPETENCY	PERCENT MENTIONED
1	The ability to locate, collect, and analyze data	68%
2	The ability to lead groups	63%
3 - 5	The ability to communicate effectively	58%
3 - 5	The ability to supervise and direct community education activities	58%
3 - 5	The ability to initiate structure	58%
3 - 5	The ability to understand the philosophy of community education	58%
6	The ability to secure and administer funds and grants	47%
7 - 8	The ability to work with other disciplines	42%
7 - 8	The ability to apply data to the decision-making process	42%
7 - 8	The ability to understand administrative guidelines	42%
9	The ability to give power to the people in the community	32%
10	The ability to identify, understand and work with formal and informal power structures	21%
11 - 13	The ability to cooperate with existing training institutions	16%

Table 7 (continued)

RANK	COMPETENCY	PERCENT MENTIONED
11 - 13	The ability to recognize and adopt alternative solutions	16%
11 - 13	The ability to handle change	16%
14	The ability to be self-aware and self-assessing	11%
15 - 22	The ability to gain acceptance within rural community	5%
15 - 22	The ability to recognize feelings of others and adjust behavior accordingly	5%
15 - 22	The ability to give credit to others	5%
15 - 22	The ability to delegate responsibility	5%
15 - 22	The ability to understand organizational objectives and reconcile personal objectives within the organization	5%
15 - 22	The ability to handle conflict, crisis	5%
15 - 22	The ability to deal with criticism	5%
15 - 22	The ability to remain optimistic	5%
NOT MENTIONED		
23 - 24	The ability to contact members in isolated areas	0%
23 - 24	The ability to recognize and cope with risk	0%

3. The ability to recognize feelings of others and adjust behavior accordingly.
4. The ability to give credit to others.
5. The ability to understand objectives and reconcile personal objectives with the organization.
6. The ability to handle conflict, crises.
7. The ability to deal with criticism.
8. The ability to remain optimistic.

Rural and Urban Training Differences

Nearly half the respondents stated that they differentiated their training for rural and urban clients. When asked to explain the differences, however, responses varied considerably. One institution, for example, stated that differences were in degree rather than in kind of training and in application rather than in theory. Most other institutions echoed the view that differences were basically in the application area. A responding state department of education stated that differences "centered around the approach a coordinator would use. Rural coordinators are usually systemwide, 'one-person shows', and must concentrate on pulling resources together".

Another institution of higher education responded that differences in their training included "value systems, effective communication methods, single system vs. more comprehensive government, as well as the systemwide set-up in rural areas". Still another institution indicated that different procedures for community study and mass communication were handled as well as differences found in rural social systems and power structure relations.

Summary of Training Assessment Results

Seventy percent of the training questionnaire respondents (N = 27) offered training in community education. The most common training method utilized was workshops, followed by graduate level classroom instruction and field experiences. The client's background (urban or rural) was usually known when training through workshops, but was generally not known when other training methods were used.

Training institutions most frequently trained for the following competencies:

1. The ability to locate, collect, and analyze data.
2. The ability to lead groups.
3. The ability to supervise and direct community education activities.
4. The ability to initiate structure.
5. The ability to secure and administer funds and grants.
6. The ability to apply data to the decision-making process.
7. The ability to work with other disciplines.

The data revealed that approximately half the institutions surveyed utilize different techniques to train rural vs. urban community education leaders.

Overall Summary of Competency, Task, and Training Results

A review of the final list of 24 competencies needed for implementing community education in the rural South reveals that both the CAT and the national community education experts agreed that "the ability to communicate effectively" was of the top priority and that "the ability to gain acceptance in a rural community" was of second priority.

Indications from the CAT regarding the process of gaining acceptance in a rural community, as inferred by correlations (significant at the .005 level) between the appropriate actions or behaviors and the gaining acceptance competency, included: (1) "showing concern for family, (2) "avoiding manipulation", (3) "not talking down to others", (4) "finding out who the wealthy landowners and business persons are at the local bank", and (5) "using the snowball technique of assessing needs by asking community members to list three community problems and who in the community could solve them".

Besides communicating effectively and gaining acceptance in a rural community, both the CAT and the national community education experts agreed upon the importance of the following competencies by placing them in the top ten out of the 24 competencies ranked:

1. The ability to identify, understand, and work with formal and informal power structures.
2. The ability to handle conflict situations and crises.
3. The ability to lead groups.
4. The ability to use data in the decision-making process.
5. The ability to give power to power in the community (e.g. developing leadership within the community).

The CAT and the national community education experts disagreed in several competency areas. Specifically, the CAT thought that "the ability to recognize the feelings of others and adjust one's behavior accordingly" was important (ranked in the top ten), while the national community education experts did not. The CAT also perceived "the ability to direct community education activities" and "the ability to initiate structure to be important, while the national community education experts did not. Rather, the national experts perceived "the ability to handle change" to be an important competency.

A number of appropriate actions or behaviors were found to be important for implementing community education in the rural South (as determined via the task assessment process). The competency assessment team (CAT) suggested the community education leaders should be "personable, friendly, sincere, and earthy". In other words, community education leaders must communicate at the same level as community members. The CAT also believed that it was very important to allow community members to identify their own problems. Once community members have identified their needs, the CAT cautioned that resource persons recruited to address the needs must be individuals who will be accepted by the community.

The training data show that institutions of higher education and state departments of education responsible for community education training most often emphasize the following competencies in descending order of importance to their training endeavors:

1. The ability to locate, collect, and analyze data.
2. The ability to lead groups.
3. The ability to supervise and direct community education activities.
4. The ability to initiate structure.
5. The ability to secure and administer funds and grants.
6. The ability to apply data to the decision-making process.
7. The ability to work with other disciplines.

Conspicuously missing from the above list are the two top ranked competencies as identified by the CAT and national community education experts -- "the ability to communicate effectively" and "the ability to gain acceptance in a rural community".

The training data indicate that approximately half the institutions or agencies train urban and rural clients differently. The most common training method utilized was the workshop, followed by graduate level classroom instruction. The data analysis also shows that the client's background (urban or rural) was usually known when training was done by workshop, but generally was not known when other training methods were used.

CHAPTER FOUR

TEACHING/LEARNING STRATEGIES: CURRICULUM DEVELOPMENT METHODS AND RESULTS

Introduction

A major purpose of the project was to develop a curriculum of teaching/learning strategies which would assist individuals in acquiring the process leadership competencies identified while conducting the study. Thus, the process leadership competencies were divided into five major teaching/learning categories, a general competency statement for each major category was prepared, training objectives for the leadership competencies and subcompetencies were developed, appropriate teaching/learning strategies were suggested, and possible outcome measures for each the leadership competencies and subcompetencies were generated.

Curriculum Development Methods

Two one-day work sessions were organized by the project staff to develop teaching/learning objectives and strategies for acquiring the leadership competencies. The first work session was held in conjunction with the Florida Association for Community Education annual conference in Tampa, Florida. Center Directors or Assistant Center Directors from the University of Florida, Florida Atlantic University, and the University of West Florida participated with the project staff in the work session. Through brainstorming techniques, the teaching/

learning objectives and strategies were developed. The second work session was held in conjunction with the Eastern Center Directors' meeting in Savannah, Georgia. Center Directors from Valdosta State College and Georgia Southern College met with the project coordinator to discuss teaching/learning objectives and strategies. As in Tamps, brainstorming techniques resulted in the development of the appropriate objectives and strategies.

Following the Tampa and Savannah meetings, the project staff catalogued the competencies and objectives by developing a classification system and adapting the competencies to the system. The classification system provided the framework for the building of a model training curriculum. The curriculum consists of: (1) five major competency categories, (2) broad competency statements, (3) leadership competencies, (4) teaching/learning objective(s), and (5) performance outcomes.

Curriculum Development Results

Teaching/Learning Categories

In order to develop a curriculum of teaching/learning strategies, the project staff organized the identified leadership competencies and subcompetencies into five major teaching/learning categories. The categories and competencies within each category are presented below:

Category One: Group Organization, Leadership and Maintenance

1. The ability to lead groups.
2. The ability to recognize the feelings of others and adjust behavior accordingly.
3. The ability to give credit to others.

4. The ability to delegate responsibility.
5. The ability to give power to people in the community.
6. The ability to identify, understand, and work with formal and informal power structures.

Category Two: Administering Community Education Activities

1. The ability to secure and administer funds and grants.
2. The ability to supervise and direct community education activities.
3. The ability to cooperate with existing training institutions.
4. The ability to work with other disciplines.
5. The ability to understand organizational objectives and reconcile personal objectives within the organization.
6. The ability to initiate structure.

Category Three: Problem Solving

1. The ability to be self-aware and self-assessing.
2. The ability to recognize and adopt alternative solutions.
3. The ability to handle conflict situations.
4. The ability to deal with criticism.
5. The ability to recognize and cope with risk.
6. The ability to handle change.
7. The ability to remain optimistic.

Category Four: Communicating

1. The ability to communicate effectively.
2. The ability to gain acceptance within a rural community.
3. The ability to contact members in isolated areas.

Category Five: Needs Assessment and Evaluation

1. The ability to locate, collect, and analyze data.
2. The ability to apply data to the decision-making process.

General Competency Statements

After organizing teaching/learning categories and assigning leadership competencies accordingly, the project staff developed a general competency statement for each major category. The teaching/learning category competency statements read:

Category One: Group Organization, Leadership, and Maintenance

> A community education leader will be able to utilize group dynamics techniques and knowledge of formal and informal community power structures to move groups toward productive goals, maintain groups, and satisfy the needs of the individuals within the groups.

Category Two: Administering Community Education Activities

> A community education leader will be able to implement the policies and rules established by an organization through effective planning, coordinating, controlling, recruiting, budgeting, and developing activities.

Category Three: Problem Solving

> A community education leader will be able to resolve interpersonal and organizational problems by recognizing and adopting alternative solutions, managing conflict, adjusting to change, taking risk, and facilitating group resolution.

Category Four: Communicating

A community education leader will be able to utilize written and verbal communication media, gain acceptance of those with whom communication must take place, and establish a level of credibility and trust.

Category Five: Needs Assessment and Evaluation

A community education leader will be able to determine and prioritize community needs, verify established priorities, implement an appropriate solution(s) to identified needs, and effectively evaluate results of action plans.

Training Objectives and Suggested Teaching/Learning Strategies

The project staff, in cooperation with selected Center Directors in the southeast United States, utilized information generated by the competency assessment team (CAT) to develop specific training objectives for each of the identified process leadership skill competencies and subcompetencies. In addition, suggested teaching/learning strategies and performance outcomes are provided for each of the training objectives. It was intended that the training objectives serve a number of useful functions including:

1. A means of communication among professional educators.
2. A means of communication between teacher and learner.
3. A basis for making decisions about the selection of appropriate instructional activities.
4. A basis for measuring or evaluating learning outcomes.
5. A basis for determining the proper structure of learner groups.
6. A means of communication between the professional educator and the lay citizen.

Training objectives designed to serve multiple functions must vary in type and intent. Such is the case with the objectives prepared for the process leadership competencies and subcompetencies. The reader will find that the training objectives are of five types:

1. Cognitive objective -- an objective which specifies knowledge and intellectual abilities or skills that are demonstrated by the learner.
2. Performance objective -- an objective which requires the learner to demonstrate an ability; to actually perform some activity.
3. Consequence objective -- an objective which is expressed in terms of the results of the learners' actions; an indirect measure of performance.
4. Affective objective -- an objective which deals with the realm of attitudes, values, beliefs, and relationships.
5. Exploratory objective -- an objective which specifies activities that hold promise for significant learning; it requires the learner to experience the specified activity.

The training objectives, type of objective, suggested teaching/learning strategies, and possible outcome measures are presented below by major category.

Objectives for Category One: Group Organization, Leadership, and Maintenance

Competency #1 -- The Ability to Lead Groups.

Objective(s):

1. The community education leader will demonstrate an ability to use group dynamics techniques.

   a. Type of objective -- performance
   b. Suggested strategies -- simulations, rural club or organizational membership, seminars, workshops, group projects, internships
   c. Performance outcomes -- measure of group cohesion, amount of interaction between group members, sociogram analysis

2. The community education leader will demonstrate an ability to develop human relationships within groups.
   a. Type of objective -- affective/performance
   b. Suggested strategies -- rural club or organizational membership, internships
   c. Performance outcomes -- number of complaints from group members working in teams, number of hours spent with group members outside working environment

3. The community education leader will lead groups to goal attainment.
   a. Type of objective -- consequence
   b. Suggested strategies -- internships, simulations, rural club or organization membership
   c. Performance outcomes -- evaluation of goals accomplished, amount of time spent in attaining goal compared to similar groups

4. The community education leader will develop a perception of being the leader.
   a. Type of objective -- affective
   b. Suggested strategies -- interviewing recognized leaders, internship
   c. Performance outcomes -- statement of leadership philosophy,

evaluation by subordinates and group members, various personality assessment instruments

Competency #2 -- The ability to recognize the feelings of others and adjust behavior accordingly.

Objective(s):

1. The community education leader will recognize change in emotions and attitudes of group members.
    a. Type of objective -- affective
    b. Suggested strategies -- case study, simulation
    c. Performance outcomes -- accurate judgment of emotional tone changes in meetings, rating during role play situations
2. The community education leader will improve interpersonal relations within a group.
    a. Type of objective -- consequence
    b. Suggested strategies -- rural club or organizational membership, internship
    c. Performance outcomes -- before and after study of amount and kind of interaction taking place in group, before and after sociograms

Competency #3 -- The ability to give credit to others.

Objective(s):

1. The community education leader will demonstrate an ability to use alternative techniques for giving credit to others.
    a. Type of objective -- performance
    b. Suggested strategies -- classroom, internship, group projects, seminars
    c. Performance outcomes -- demonstration by role play,

assessment of behavior when placed in charge of team project

Competency #4 -- The Ability to Delegate Responsibility.

Objective(s):

1. The community education leader will demonstrate an ability to use alternative techniques for delegating responsibility.
    a. Type of objective -- performance
    b. Suggested strategies -- classroom, internship, group projects, seminars
    c. Performance outcomes -- demonstration by role play, assessment of behavior when placed in charge of team project

Competency #5 -- The Ability to Give Power to People in the Community.

Objective(s):

1. The community education leader will know the difference between helping and assisting people.
    a. Type of objective -- cognitive
    b. Suggested strategies -- classroom, independent study, case study
    c. Performance outcomes -- written or oral examination
2. The community education leader will assist community members in realizing a feeling of personal power which helps them to risk change and take responsibility.
    a. Type of objective -- affective/consequence
    b. Suggested strategies -- rural club and organizational membership, internship
    c. Performance outcomes -- increase in number of community members involved and number of goals involved with,

pre-test and post-attitude assessment of community on above

3. The community education leader will make community members feel important because they have knowledge which can be used to meet community needs.
    a. Type of objective -- affective
    b. Suggested strategies -- internship, interviewing community members
    c. Performance outcomes -- pre-test and post-attitude assessment of community members, number of members involved
4. The community education leader will demonstrate an ability to help community members meet the needs of the community.
    a. Type of objective -- performance
    b. Suggested strategies -- internship, interview, case study
    c. Performance outcomes -- evaluation of who contributed in reaching goal, to whom the goal was important, and who continued in working on other community needs after goal was met
5. The community education leader will know ways to assist community members in learning problem solving techniques.
    a. Type of objective -- cognitive
    b. Suggested strategies -- independent study, classroom, televised instruction
    c. Performance outcomes -- written and/or oral examination, rating of role play situation
6. The community education leader will develop leadership among community members.
    a. Type of objective -- consequence

b. Suggested strategies -- internship, rural club or organizational membership, group projects

c. Performance outcomes -- number of new emergent leaders, amount of responsibility carried by community members

7. The community education leader will expand people's awareness of the social and political forces that operate within a community.

   a. Type of objective -- consequence

   b. Suggested strategies -- internship, classroom, interdisciplinary training sessions

   c. Performance outcomes -- pre- and post-community evaluation via questionnaire, number of groups formed around social and political issues and breadth of goals

Competency #6 -- The Ability to Identify, Understand, and Work with Formal and Informal Power Structures.

Objective(s):

1. The community education leader will demonstrate an ability to identify formal and informal power structures within a community.

   a. Type of objective -- performance

   b. Suggested strategies -- classroom, internship, interdisciplinary training sessions, rural club or organizational membership

   c. Performance outcomes -- discrepancy between "perceived" and "actual" power structures, listing of methods for determining power structures and typical members of power structures

2. The community education leader will understand formal and informal power structures within a community.
   a. Type of objective -- cognitive
   b. Suggested strategies -- classroom, interdisciplinary training sessions, internship
   c. Performance outcomes -- oral or written examination findings from case study
3. The community education leader will demonstrate an ability to work with members of the formal and informal power structure.
   a. Type of objective -- performance
   b. Suggested strategies -- internship, rural club or organizational membership
   c. Performance outcomes -- number of contacts with power structure, proportion of power structure members involved in goals, amount of antagonism

Objectives for Category Two: Administering Community Activities

Competency #1 -- The Ability to Secure and Administer Funds and Grants.

Objective(s):

1. The community education leader will know the local, state, and federal funding sources applicable to community education.
   a. Type of objective -- cognitive
   b. Suggested strategies -- classroom, seminar
   c. Performance outcomes -- oral or written examination
2. The community education leader will demonstrate the ability to write a proposal.
   a. Type of objective -- performance

   - b. Suggested strategies -- internship, seminar, classroom, research project
   - c. Performance outcomes -- proposal itself, possibilities for funding

3. The community education leader will know how to administer funds acquired through grants.
   - a. Type of objective -- cognitive
   - b. Suggested strategies -- classroom, internship, simulations
   - c. Performance outcomes -- written or oral examination

Competency #2 -- The Ability to Supervise and Direct Community Education Activities.

Objective(s):

1. The community education leader will demonstrate an ability to manage personnel.
   - a. Type of objective -- performance
   - b. Suggested strategies -- internship, simulation, seminar, case study
   - c. Performance outcomes -- employee morale and job satisfaction, evaluation of leader by personnel
2. The community education leader will demonstrate the ability to make proper budget decisions.
   - a. Type of objective -- cognitive/performance
   - b. Suggested strategies -- seminar, case study, classroom simulation (computerized)
   - c. Performance outcomes -- written or oral examination
3. The community education leader will demonstrate an ability to utilize time management techniques.

   a. Type of objective -- performance
   b. Suggested strategies -- seminar, simulation, internship
   c. Performance outcomes -- number of goals accomplished, proportion of goals reached, timetable for goals

4. The community education leader will know key community support resources.
   a. Type of objective -- cognitive
   b. Suggested strategies -- seminar, televised instruction case study, individualized instruction modules
   c. Performance outcomes -- written or oral examination
5. The community education leader will demonstrate the ability to supervise community education on-the-job training activities.
   a. Type of objective -- performance
   b. Suggested strategies -- internship
   c. Performance outcomes -- quantity and quality of trainees, evaluation of leader by trainees
6. The community education leader will understand the importance of portraying accessibility.
   a. Type of objective -- affective/cognitive
   b. Suggested strategies -- seminar, classroom, case study
   c. Performance outcomes -- oral or written examination, attitude assessment
7. The community education leader will provide an organizational climate in which all members make significant contributions.
   a. Type of objective -- consequence
   b. Suggested strategies -- internship, rural club and organizational membership

   c. Performance outcomes -- employee job satisfaction measures, membership growth, proportion of active members

8. The community education leader will demonstrate an ability to schedule the use of facilities.
   a. Type of objective -- performance
   b. Suggested strategies -- internship, simulation
   c. Performance outcomes -- number of groups using facilities, number of hours used, number of complaints

Competency #3 -- The Ability to Cooperate with Existing Training Institutions.

Objective(s):

1. The community education leader will demonstrate an ability to establish a cooperative agreement with an existing training institution.
   a. Type of objective -- performance
   b. Suggested strategies -- internship
   c. Performance outcomes -- agreement itself

Competency #4 -- The Ability to Work with Other Disciplines.

Objective(s):

1. The community education leader will know alternative procedures for encouraging different agencies and offices to work together to meet community needs.
   a. Type of objective -- cognitive
   b. Suggested strategies -- classroom, televised instruction individualize instruction modules
   c. Performance outcomes -- written or oral examination

2. The community education leader will know the ways to utilize resources of various community agencies.
    a. Type of objective -- cognitive
    b. Suggested strategies -- classroom, case study, seminar
    c. Performance outcomes -- written or oral examination, case study results

Competency #5 -- The Ability to Understand Organizational Objectives and Reconcile Personal Objectives Within the Organization.

Objective(s):

1. The community education leader will demonstrate an ability to develop and achieve personal goals within the structure of the organization.
    a. Type of objective -- performance
    b. Suggested strategies -- internship, group project
    c. Performance outcomes -- management by objectives (MBO) results, job satisfaction measures

Competency #6 -- The Ability to Initiate Structure.

Objective(s):

1. The community education leader will demonstrate an ability to develop long and short term goals for community education.
    a. Type of objective -- performance
    b. Suggested strategies -- internship, classroom, seminar
    c. Performance outcomes -- list of goals itself
2. The community education leader will demonstrate an ability to lead a group to goal attainment.
    a. Type of objective -- performance

   b. Suggested strategies -- simulation, internship, workshop
   c. Performance outcomes -- evaluation on whether group obtained goal

3. The community education leader will demonstrate an ability to clearly tell group members what is expected of them.
   a. Type of objective -- performance
   b. Suggested strategies -- seminar, workshop, internship
   c. Performance outcomes -- accuracy of feedback on what group member has been told, proportion of group involved in project
4. The community education leader will demonstrate an ability to develop strategies for accomplishing a goal.
   a. Type of objective -- performance
   b. Suggested strategies -- classroom, case study, internship, seminar
   c. Performance outcomes -- given a goal, the student will list strategies for accomplishing goal
5. The community education leader will demonstrate an ability to make job related decisions.
   a. Type of objective -- performance
   b. Suggested strategies -- internship
   c. Performance outcomes -- amount of responsibility on job, evaluation by superiors and subordinates

Objectives for Category Three: Problem Solving

Competency #1 -- The Ability to Be Self-Aware and Self-Assessing.

Objective(s):

1. The community education leader will understand the value of developing and achieving personal goals.
    a. Type of objective -- affective
    b. Suggested strategies -- individualized instruction modules, seminar, classroom, flexible scheduling curriculum
    c. Performance outcomes -- personal essay, group discussion
2. The community education leader will acknowledge his/her own strengths and weaknesses.
    a. Type of objective -- affective/exploratory
    b. Suggested strategies -- independent study, T-groups
    c. Performance outcomes -- match between student's list of strengths and weaknesses and evaluator's list
3. The community education leader will respect self and others.
    a. Type of objective -- affective
    b. Suggested strategies -- classroom, internship, T-groups
    c. Performance outcomes -- affective measure such as index of self-concept, behavioral observations
4. The community education leader will display honesty and integrity.
    a. Type of objective -- affective/performance
    b. Suggested strategies -- classroom, workshop, seminar, internship
    c. Performance outcomes -- behavioral observations, ratings by others

Competency #2 -- The Ability to Recognize and Adopt Alternative Solutions.

Objective(s):

1. The community educator will recognize failure.
    a. Type of objective -- cognitive
    b. Suggested strategies -- classroom, seminar, workshop, internship
    c. Performance outcomes -- given a series of situations, the student will correctly identify those situations which portray failure
2. The community education leader will demonstrate an ability to revise following failure.
    a. Type of objective -- performance
    b. Suggested strategies -- classroom, internship
    c. Performance outcomes -- given a series of situations, the student will list ways to revise and revive those situations portraying failure

Competency #3 -- The Ability to Handle Conflict Situations, Crises Events, and Emergencies.

Objective(s):

1. The community education leader will know conflict management techniques.
    a. Type of objective -- cognitive
    b. Suggested strategies -- independent study, seminar, classroom, interdisciplinary training session
    c. Performance outcomes -- written or oral examination
2. The community education leader will demonstrate the ability to administer during time of crisis or emergency.
    a. Type of objective -- performance

   - b. Suggested strategies -- internship, case study
   - c. Performance outcomes -- behavioral observations on job or during simulation

Competency #4 -- The Ability to Deal with Criticism.

Objective(s):

1. The community education leader will demonstrate an ability to criticize the ideas of group members without being perceived as attacking the individual.
   - a. Type of objective -- performance
   - b. Suggested strategies -- simulation, internship, classroom
   - c. Performance outcomes -- behavioral observations, evaluation of group leader by participants
2. The community education leader will accept criticism and use it to improve leadership functions.
   - a. Type of objective -- affective/consequence
   - b. Suggested strategies -- internship, seminar
   - c. Performance outcomes -- behavioral observations, self-report measures

Competency #5 -- The Ability to Recognize and Cope with Risk.

Objective(s):

1. The community education leader will demonstrate an ability to assess risk positions.
   - a. Type of objective -- performance
   - b. Suggested strategies -- classroom, case study, research projects

   c. Performance outcomes -- choice dilemmas questionnaire, behavioral observations

2. The community education leader will know ways to diminish stress associated with risk.
   a. Type of objective -- cognitive
   b. Suggested strategies -- classroom, seminar, internship, individualized instruction modules
   c. Performance outcomes -- written or oral examination

Competency #6 --The Ability to Handle Change

Objective(s):

1. The community education leader will know ways to facilitate group or organizational change.
   a. Type of objective -- cognitive
   b. Suggested strategies -- classroom, seminar, workshops
   c. Performance outcomes -- written or oral examination
2. The community education leader will demonstrate an ability to adapt to changing situations.
   a. Type of objective -- performance
   b. Suggested strategies -- internship, seminar
   c. Performance outcomes -- assessment over time in which obvious environmental change has taken place, assessment across various situations

Competency #7 -- The Ability to Remain Optimistic.

Objective(s):

1. The community education leader will demonstrate an ability to persist in attaining goals.

   a. Type of objective -- performance
   b. Suggested strategies -- simulation, internships, workshops
   c. Performance outcomes -- behavioral observations, submission of goal list every 6 months and discussion on reasons for goal changes, if any

2. The community education leader will be reticent to blame others for defeat.
   a. Type of objective -- affective/performance
   b. Suggested strategies -- internship
   c. Performance outcomes -- behavioral observations
3. The community education leader will develop a belief that communities can become better places to live.
   a. Type of objective -- affective/exploratory
   b. Suggested strategies -- group projects, internship, T-group
   c. Performance outcomes -- amount of community work, behavioral observations
4. The community education leader will develop the belief that all can learn and achieve if adequate opportunity is provided.
   a. Type of objective -- affective/exploratory
   b. Suggested strategies -- internship, T-group, group projects
   c. Performance outcomes -- attitude questionnaire
5. The community education leader will know how to assist people in finding solutions to their personal and community problems.
   a. Type of objective -- cognitive

b. Suggested strategies -- classroom, simulation, internship

c. Performance outcomes -- written or oral examination

Objectives for Category Four: Communicating

Competency #1 -- The Ability to Communicate Effectively.

Objective(s):

1. The community education leader will demonstrate an ability to write news releases.
   a. Type of objective -- performance
   b. Suggested strategies -- independent study, classroom seminar, workshop, televised instruction
   c. Performance outcomes -- news release itself, use in local paper
2. The community education leader will demonstrate an ability to develop multi-media presentations.
   a. Type of objective -- performance
   b. Suggested strategies -- independent study, interdisciplinary training sessions, televised instruction
   c. Performance outcomes -- presentation itself or written outline
3. The community education leader will demonstrate an ability to speak in public.
   a. Type of objective -- performance
   b. Suggested strategies -- workshops, internship, seminar classroom, televised instruction
   c. Performance outcomes -- rating of talk before group or on television or radio

4. The community education leader will recognize local idioms.
   a. Type of objective -- cognitive
   b. Suggested strategies -- classroom, internship, interviewing
   c. Performance outcomes -- written or oral examination
5. The community education leader will demonstrate an ability to communicate with people regardless of their social or educational status.
   a. Type of objective -- performance
   b. Suggested strategies -- internship, workshops
   c. Performance outcomes -- behavioral observations, feedback from receiver of communication
6. The community education leader will demonstrate an ability to establish group rapport.
   a. Type of objective -- performance
   b. Suggested strategies -- workshop, group projects, seminars
   c. Performance outcomes -- amount of eye contact between speaker and listener, measure of group trust
7. The community education leader will demonstrate an ability to use mass media to the best advantage.
   a. Type of objective -- performance
   b. Suggested strategies -- workshops, seminars, internship
   c. Performance outcomes -- media used, quality of products, response to presentation
8. The community education leader will know the techniques for listening to others.
   a. Type of objective -- cognitive

   b. Suggested strategies -- seminar, workshop, simulation, classroom
   c. Performance outcomes -- oral or written examination

9. The community education leader will demonstrate an ability to assimilate information.
   a. Type of objective -- performance
   b. Suggested strategies -- internship, simulations
   c. Performance outcomes -- accuracy of memory, amount of information retained

10. The community education leader will demonstrate an ability to articulate and illustrate the community education concept.
    a. Type of objective -- performance
    b. Suggested strategies -- workshop, televised instruction, simulation, classroom
    c. Performance outcomes -- paper, speech, media presentation, lesson

Competency #2 -- The Ability to Gain Acceptance within a Rural Community

Objective(s):

1. The community education leader will appreciate and adopt the normative behavior.
   a. Type of objective -- affective
   b. Suggested strategies -- internship, rural club and organizational membership
   c. Performance outcomes -- number of invitations to community gatherings, amount community participates in leader's project

2. The community education leader will understand the importance of living in the rural community.
    a. Type of objective -- cognitive/affective
    b. Suggested strategies -- seminar, simulation, internship
    c. Performance outcomes -- written or oral examination (e.g., citing situations where things wouldn't have worked well if the leader had not resided in the rural community)
3. The community education leader will develop a respect for community structure and institutions.
    a. Type of objective -- affective/exploratory
    b. Suggested strategies -- internship, case study
    c. Performance outcomes -- attitude questionnaire
4. The community education leader will understand the need to identify the values and attitudes of various racial, ethnic, socioeconomic sub-groups of the community.
    a. Type of objective -- affective/cognitive
    b. Suggested strategies -- classroom, internship
    c. Performance outcomes -- written or oral examination

Competency #3 -- The Ability to Contact Community Members in Isolated Areas.

Objective(s):

1. The community education leader will understand the importance of contacting community members in isolated areas.
    a. Type of objective -- cognitive/affective
    b. Suggested strategies -- classroom, internship, seminar
    c. Performance outcomes -- written or oral examination

Objectives For Category Five: Needs Assessment and Evaluation

Competency #1 -- The Ability to Locate, Collect, and Analyze Data.

Objective(s):

1. The community education leader will know the various ways to discover community needs.
    a. Type of objective -- cognitive
    b. Suggested strategies -- classroom, seminar
    c. Performance outcomes -- written or oral examination
2. The community education leader will be able to develop criteria upon which qualitative judgments regarding community needs can be made.
    a. Type of objective -- performance
    b. Suggested strategies -- internship, simulation
    c. Performance outcomes -- list of criteria
3. The community education leader will demonstrate an ability to identify resources required to meet community needs.
    a. Type of objective -- performance
    b. Suggested strategies -- internship, simulation, classroom
    c. Performance outcomes -- list of resources
4. The community education leader will demonstrate the ability to critically analyze readings, presentations, and behavioral observations.
    a. Type of objective -- performance
    b. Suggested strategies -- classroom, seminar, case study
    c. Performance outcomes -- written or oral analysis of readings, presentations, behavioral observations

Competency #2 -- The Ability to Apply Data to the Decision-Making Process

Objective(s):

1. The community education leader will know how to apply data from other disciplines to the community education process.
    a. Type of objective -- cognitive
    b. Suggested strategies -- classroom, seminar, simulation
    c. Performance outcomes -- written or oral examination
2. The community education leader will know how to evaluate community education activities.
    a. Type of objective -- cognitive
    b. Suggested strategies -- classroom, case study, internship
    c. Performance outcomes -- written or oral examination
3. The community education leader will demonstrate an ability to assess community needs and match external and internal resources.
    a. Type of objective -- performance
    b. Suggested strategies -- internship
    c. Performance outcomes -- list of goals and procedures for accomplishing goals based on a needs assessment
4. The community education leader will know how to identify priority needs of an organization.
    a. Type of objective -- cognitive
    b. Suggested strategies -- classroom, seminar, simulation
    c. Performance outcomes -- written or oral examination

CHAPTER FIVE

IMPLICATIONS & RECOMMENDATIONS

Introduction

This chapter consists of two major sections. A discussion of implications for community education leaders is presented in the first section. Section two provides the reader with recommendations regarding further research of leadership training endeavors for community educators.

Implications of the Study

Overall results of the rural leadership competency assessment project indicate that human leadership competencies, as opposed to technical or conceptual leadership competencies, are most important to community educators attempting to implement community education in the rural South. The overall results, in conjunction with results related to specific leadership competency items, have three important implications for community education leaders interested in improved training programs.

Implication One

Although human leadership competencies were perceived to be most important for implementing community education in the rural South, data reported by institutions of higher education and state departments of education indicated that technical and conceptual leadership competencies are most emphasized in their current training programs.

The competency data show, for example, that "the ability to gain acceptance in the rural community" was rated by the CAT and national community education experts as extremely important for implementing community education in the rural South. Results of the training data analysis, however, show that neither state departments of education nor institutions of higher education emphasize "the ability to gain acceptance in the rural community" in their training endeavors. It is posited that when institutions of higher education and state departments of education begin to address training related to gaining acceptance in the rural community improved efforts to implement community education in the rural South will result. Further, it is posited that the continued absence of training regarding acceptance into the rural community will more than likely result in poorer and poorer performance by rural community education leaders.

Implication Two

The national community education experts ranked "the ability to handle change" much higher than did either the CAT, institutions of higher education, or state departments of education. Conversely, the institutions of higher education and state departments of education ranked "the ability to initiate structure" much higher than did the national community education experts. The discrepancy in the ranking of these two leadership competencies may be the result of differences in their living environments. A majority of the individuals serving as national community education experts reside in urban settings. Thus, they may be more accustomed to handling change than are members of the CAT or personnel from institutions of higher education or state departments of education.

It is possible, however, that the national community education experts recognize community education to be a process rather than a program. When implemented as a process, community education is constantly changing. Change and the ability to handle change, therefore, become an integral part of the leadership skill base needed by process oriented community educators. Although the national community education experts may perceive community education to be a process, personnel representing institutions of higher education and state departments of education may perceive community education to be a program. Since initiating structure is inherent in the development of programs, institutions of higher education and state departments of education would most logically emphasize leadership competencies related to initiating structure. Unfortunately, an emphasis on initiating structure may ultimately lead to the resistance of change, and resistance to change inevitably results in the creation of a static organization. When structure is initiated to such an extent that change is blocked or avoided, the end result is the eventual death of the community education endeavors. Thus, there is potential danger if initiating structure is heavily emphasized in training programs without also emphasizing the ability to handle change.

Implication Three

The CAT and national community education experts both ranked "the ability to identify, understand, and work with formal and informal power structures" and "the ability to give power to people in the community" much higher than did those who responded to the training assessment questionnaire. In fact, results of the training assessment questionnaire reveal that there was virtual neglect in these two competency areas by institutions of higher education and state departments of education.

The findings have serious implications for community education leaders being prepared for service in the rural South. As indicated earlier, "the ability to communicate effectively" and "the ability to gain acceptance in the rural community" were found to be ranked the number one and number two most important leadership competencies identified by the competency assessment team.

In order to gain acceptance in a rural community, the community education leader must be able to identify the formal and informal power structures. Further, the community education leader must be able to help give power to the people in the community if he/she is to be accepted within the community.

Failure on the part of institutions of higher education and state departments of education to develop training programs which address "the ability to identify, understand, and work with formal and informal power structures" and "the ability to give power to the people in the community" may result in the creation of a double bind for community education leaders. They will be expected to communicate effectively and gain acceptance in rural communities, but will not be provided with the knowledge or technical know-how while enrolled in training programs. The eventual result is less effective community education endeavors in rural settings.

Recommendations for Further Research

Within this section of Chapter Five are recommendations for those who may continue to investigate leadership skill competencies for community education leaders. The recommendations are based upon the results of this research project, as well as the efforts which resulted in its completion.

Recommendation One

The leadership competency "the ability to gain acceptance in a rural community" was ranked extremely high by both the CAT and national community education experts. This means that this competency was perceived by the competency assessment team and national community education experts to be extremely important for implementing community education in the rural South. Institutions of higher education and state departments of education responding to the training assessment questionnaire, however, did not include this leadership skill competency in their repertoire of training activities.

Reasons for not training in this leadership competency arena may include the dearth of curricular materials relating to gaining acceptance in a rural community or an unawareness of the importance of gaining acceptance. Regardless, empirical assessment of methods to be utilized for gaining acceptance in rural communities is recommended. Such research efforts should be structured to allow for the reassessment of the importance of gaining acceptance within a rural community. In addition, methods to be utilized by practitioners and methods to be utilized by training institutions must be developed as a result of further research efforts.

It is recommended that the list of appropriate actions or behaviors, which were identified for use in this project, be used to provide future investigators with base line data regarding rural leadership competencies.

Recommendation Two

The data analysis conducted pursuant to this project shows that members of the CAT and respondents to the training assessment questionnaire rank "the ability to handle change" relatively unimportant to the implementation of community education in the rural South. Only the national community education experts ranked "the ability to handle change" as being important.

It is posited by this project staff that the question of program vs. process becomes an issue when analyzing the findings related to handling change. Change seems to be inherent in community education endeavors which are founded upon a process base. This is not necessarily so when community education activities are based upon a programmatic approach. It seems that programmatic efforts most often require the initiation of structure.

It is recommended that a study of the community education endeavors which failed in rural southern communities be initiated. Variables to investigate might include: (1) the program vs. process approach, (2) static vs. dynamic organizational structure, (3) training provided to the community education leader, and (4) the degree to which members of the formal and informal power structure were aware of and involved with the community education implementation plan.

Recommendation Three

Both the CAT and national community education experts ranked "the ability to identify, understand, and work with formal and informal power structures" extremely high. Thus, they perceived this competency to be very important for implementing community education in the rural South.

Data analysis revealed that institutions of higher education and state departments of education responding to the training assessment questionnaire did not provide training in the area of power or power structures. Reluctance to provide community educators with power assessment techniques may be the result of not having adequate curricular materials available to institutions of higher education and state departments of education.

Since the CAT and national community education experts both ranked "the ability to identify, understand, and work with formal and informal power structures" extremely high, and because every community, institution, organization, or agency has a power base which affects their operation, it is recommended that research relating to power study methodology and training be initiated.

Recommendation Four

The success or failure of community education endeavors depend upon the quality of leadership. Community education leaders with knowledge of and expertise in each of the identified process leadership skill areas are apt to be more successful than community educators with little or no professional preparation.

The final recommendation made as a result of this project is that the curriculum of teaching/learning strategies developed (see Chapter Four) be used to stimulate further research. Suggestion for research related to the curriculum of teaching/learning strategies include: (1) further analysis of the content of the teaching/learning strategies curriculum, (2) expanding the breadth and scope of the leadership skill competencies identified, (3) the development of graduate and undergraduate curriculum guides for use by institutions of higher education and state departments of education, and (4) the development of training materials for use in leadership training workshops.

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Appendix A

Cover Letter, Competency, and Task Assessment Instruments (First Mail Survey)

COLLEGE OF EDUCATION
CENTER FOR COMMUNITY EDUCATION
124 Norman Hall

UNIVERSITY OF FLORIDA
gainesville, florida - 32611
904/392-0623

January 18, 1978

Dear_____________:

We would like to take this opportunity to wish you a prosperous New Year and thank you again for the time, effort, and enthusiasm which made our November 8-10, 1977 work session a success. Enclosed you will find a list of competencies which is a direct result of that session. In addition, we have enclosed a list of appropriate actions or behaviors which were generated by participants in the Gainesville work session and participants in a similar Las Vegas session.

At this time, we are seeking additional input from our competency assessment team. Please take half an hour to rank order the competencies (Part I) and rate the appropriate tasks or behaviors (Part II). Separate directions for Parts I and II are provided to make your job easier. Please help us by returning the rankings and ratings to the Center for Community Education no later than Febrary 1, 1978, in the return envelope provided.

For those entitled to travel reimbursement, we are told by our business office that the checks have been processed. Hopefully, they will reach you long before this letter. If not, please keep the faith in bureaucratic systems. The checks are on the way!

Thank you for your cooperation and support. Your efforts will continue to make our project a most successful one.

Sincerely,

John S. Zemlo
Center Associate

JSZ/ww

enclosures

FORCED CHOICE RANKING

Rank for major competencies.

Rank for subsection of major competencies.

____ 1. THE ABILITY TO COMMUNICATE EFFECTIVELY — Rank from 1 to 9

- a. *Ability to write news releases* ____
- b. *Ability to make multimedia presentations* ____
- c. *Ability to speak in public* ____
- d. *Ability to recognize local idioms* ____
- e. *Ability to communicate with people regardless of social or educational status* ____
- f. *Ability to establish rapport* ____
- g. *Ability to use mass media to best advantage* ____
- h. *Ability to listen* ____
- i. *Ability to assimilate information* ____

____ 2. THE ABILITY TO GAIN ACCEPTANCE WITHIN A RURAL COMMUNITY — Rank from 1 to 3

- a. *Ability to appreciate and adopt the normative behavior* ____
- b. *Ability to live in a rural setting* ____
- c. *Ability to respect community structures and institutions* ____

____ 3. THE ABILITY TO LOCATE, COLLECT AND ANALYZE DATA

____ 4. THE ABILITY TO APPLY DATA TO THE DECISION-MAKING PROCESS — Rank from 1 to 3

- a. *Ability to apply information and data from other disciplines to community education processes* ____
- b. *Ability to evaluate community development activities* ____
- c. *Ability to assess community needs and match internal and external resources* ____

____ 5. THE ABILITY TO SECURE AND ADMINISTER FUNDS AND GRANTS

____ 6. THE ABILITY TO SUPERVISE AND DIRECT COMMUNITY EDUCATION ACTIVITIES — Rank from 1 to 5

- a. *Ability to manage personnel* ____
- b. *Ability to make budgeting decisions* ____
- c. *Ability to manage time* ____
- d. *Ability to identify support resources (volunteers)* ____
- e. *Ability to supervise community education on-the-job training* ____

____ 7. THE ABILITY TO COOPERATE WITH EXISTING TRAINING INSTITUTIONS

____ 8. THE ABILITY TO WORK WITH OTHER DISCIPLINES

____ 9. THE ABILITY TO LEAD GROUPS — Rank from 1 to 2

- a. *Ability to use group dynamics techniques* ____
- b. *Ability to develop human relationships within groups* ____

____ 10. THE ABILITY TO IDENTIFY, UNDERSTAND AND WORK WITH FORMAL AND INFORMAL POWER STRUCTURES

____ 11. THE ABILITY TO RECOGNIZE THE FEELINGS OF OTHERS AND ADJUST BEHAVIOR ACCORDINGLY

____ 12. THE ABILITY TO CONTACT MEMBERS IN ISOLATED AREAS (e.g. walk long distances, ride a horse)

____ 13. THE ABILITY TO BE SELF-AWARE AND SELF-ASSESSING

____ 14. THE ABILITY TO RECOGNIZE AND ADOPT ALTERNATE SOLUTIONS — Rank from 1 to 2

- a. *Ability to accept failure* ____
- b. *Ability to revamp* ____

____ 15. THE ABILITY TO GIVE CREDIT TO OTHERS

____ 16. THE ABILITY TO UNDERSTAND ORGANIZATIONAL OBJECTIVES AND RECONCILE PERSONAL OBJECTIVES WITHIN THE ORGANICATION

____ 17. THE ABILITY TO HANDLE CONFLICT SITUATIONS CRISIS EVENTS, EMERGENCIES

Appendix B

Cover Letter and Competency Assessment Instrument (second mail survey)

COLLEGE OF EDUCATION
CENTER FOR COMMUNITY EDUCATION
124 Norman Hall

UNIVERSITY OF FLORIDA
gainesville, florida - 32611
904/392-0623

February 24, 1978

Dear_____________:

Our USOE Leadership Skill Competencies project is progressing well. The competencies identified at the November workshop have been rank ordered by the competency assessment team and project staff. Most important, each CAT member should have received their travel reimbursements!

At this time, we are seeking final input from the CAT. Enclosed you will find twenty-four major competencies and subsections of major competencies which were identified by the CAT or project staff. Please take the necessary time to rank order these competencies. Return them to the Center for Community Education no later than March 17, 1978, in the return envelope provided. To assist you with the rank ordering process, a separate instruction sheet is provided.

Thank you again for your cooperation and support. Soon we will have a project monograph available to you.

Sincerely,

John S. Zemlo
Center Associate

JSZ/ww

enclosure

IN MEMORY OF STEWART MOTT DAVIS
Equal Employment Opportunity/Affirmative Action Employer

LEADERSHIP SKILL COMPETENCIES
FORCED CHOICE RANKING
(second mail survey)

There are two phases to this forced choice ranking procedure. Directions for Phase I (ranking the major competencies) and Phase II (ranking the subsections of the major competencies) are provided below.

PHASE I DIRECTIONS: Ranking the Major Competencies

1. We realize that each of the twenty-four major competencies may be important. With forced choice ranking, however, you must establish priorities. Begin by separating the major competencies into three equal sets (eight competencies in each set). Set One should include the competencies which you believe are of first priority for community education leaders in the rural South. Set Two should include the competencies you believe are of second priority to community education leaders in the rural South, and the third set should include the competencies you believe are of third priority to community education leaders in the rural South.
2. Rank order the major competencies in the first set (those competencies you believe are of first priority) from one to eight. A space to rank order the major competencies is provided at the top of each half sheet.
3. Rank order the major competencies in the second set (those competencies you believe are of second priority) from nine to sixteen. A space to rank order the major competencies is provided at the top of each half sheet.
4. Rank order the major competencies in the third set (those competencies you believe are of third priority) from seventeen to twenty-four. A space to rank order the major competencies is provided at the top of each half sheet.

PHASE II DIRECTIONS: Ranking the Subsections of Major Competencies

1. If the major competency has subsections, rank the subsections by placing a "one" next to the subsection you consider most important in acquiring the major competency, a "two" next to the subsection you consider next most important in acquiring the major competency, etc., until all the subsections of the major competency have been ranked Lines are provided next to each subsection.
2. Please return the competencies to the Center for Community Education no later than March 17, 1978 in the envelope provided.

Part I

Leadership Skill Competencies
Forced Choice Ranking
(first mail survey)

NAME: ____________________

DATE: ____________________

Directions: Listed below are competencies generated by our competency assessment team. The list is divided into two parts: (1) major competencies typed in capital letters and denoted by numbers, and (2) subsections of major competencies typed in script and denoted by letters.

(1) After reading each of the 17 major competencies, place a "1" next to the major competency you consider most essential for the successful implementation of community education in the rural South. If the major competency has subsections, rank the subsections by giving a "1" to the subsection you consider most important in acquiring the major competency, a "2" to the subsection you consider next most important in accomplishing the major competency, etc., until all the subsections of that major competency have been ranked.

(2) Place a "17" next to the major competency you consider least essential for the successful implementation of community education in the rural South. Again, if the major competency has subsections, rank them by giving a "1" to the most important subsection, a "2" to the next most important subsection, etc., until all the subsections of that major competency have been ranked.

(3) Continue to work through the listing until each major competency and each of the subsections are ranked.

DO NOT GIVE THE SAME RANK TO MORE THAN ONE MAJOR COMPETENCY. WITHIN MAJOR COMPETENCIES, DO NOT GIVE THE SAME RANK TO MORE THAN ONE SUBSECTION. this is a forced-choice format.

---PLEASE REMEMBER---

For each major competency, ask yourself the question, "How essential is this competency for successfully implementing community education in the rural South?"

For each subsection of a major competency, ask yourself the question, "How important is the subsection in acquiring the major competency?"

_____Major Competency Rank

1. THE ABILITY TO COMMUNICATE EFFECTIVELY

_____a. Writes news releases
_____b. Makes multi-media presentations
_____c. Speaks in public
_____d. Recognizes local idioms
_____e. Communicates with people regardless of social or educational status
_____f. Establishes rapport
_____g. Uses mass media to best advantage
_____h. Listens to others
_____i. Assimilates information
_____j. Articulates and illustrates the community education concept

……

_____Major Competency Rank

2. THE ABILITY TO GAIN ACCEPTANCE WITHIN A RURAL COMMUNITY

_____a. Appreciates and adopts the normative behavior
_____b. Lives in a rural setting
_____c. Respects community structures and institutions
_____d. Identifies the values and attitudes of various racial, ethnic, and socioeconomic subgroups of the community

……

_____Major Competency Rank

3. THE ABILITY TO LOCATE, COLLECT, AND ANALYZE DATA

_____a. Knows different ways to find out what the community needs
_____b. Determines the attitudes, needs, wants and problems of the community through survey techniques
_____c. Develops criteria upon which qualitative judgments can be made
_____d. Identifies required resources
_____e. Critically analyzes readings, presentations and behavioral observations

_____Major Competency Rank

4. THE ABILITY TO APPLY DATA TO THE DECISION-MAKING PROCESS

_____a. Applies information and data from other disciplines to community education processes
_____b. Evaluates community development activities
_____c. Assesses community needs and matches internal and external resources
_____d. Identifies priority needs of the organization

. . . .

_____Major Competency Rank

5. THE ABILITY TO SECURE AND ADMINISTER FUNDS AND GRANTS

_____a. Knows local, state, and federal funding sources
_____b. Can write a proposal

. . . .

_____Major Competency Rank

6. THE ABILITY TO SUPERVISE AND DIRECT COMMUNITY EDUCATION ACTIVITIES

_____a. Manages personnel
_____b. Makes budgeting decisions
_____c. Manages time
_____d. Identifies support resources
_____e. Supervises community education on-the-job training
_____f. Portrays accessibility
_____g. Provides organizational climate in which all members may make significant contributions (allows 2-way communication)
_____h. Coordinates and schedules use of facilities with other units

. . . .

_____Major Competency Rank

7. THE ABILITY TO COOPERATE WITH EXISTING TRAINING INSTITUTIONS

. . . .

_____Major Competency Rank

8. THE ABILITY TO WORK WITH OTHER DISCIPLINES

_____a. Gets different agencies and offices to work together
_____b. Utilizes community agencies

. . . .

_____Major Competency Rank

9. THE ABILITY TO LEAD GROUPS

_____a. Uses group dynamics techniques
_____b. Develops human relationships within groups
_____c. Leads groups to goal attainment
_____d. Develops perception of being the leader

. . . .

_____Major Competency Rank

10. THE ABILITY TO IDENTIFY, UNDERSTAND, AND WORK WITH FORMAL AND INFORMAL POWER STRUCTURES

. . . .

_____Major Competency Rank

11. THE ABILITY TO RECOGNIZE THE FEELINGS OF OTHERS AND ADJUST BEHAVIOR ACCORDINGLY

. . . .

_____Major Competency Rank

12. THE ABILITY TO CONTACT MEMBERS IN ISOLATED AREAS (e.g., walk long distances, ride a horse)

. . . .

_____Major Competency Rank

13. THE ABILITY TO BE SELF-AWARE AND SELF-ASSESSING

_____a. Develops and achieves personal goals
_____b. Accepts own strengths and weaknesses
_____c. Respects self and others
_____d. Displays honesty and integrity

. . . .

_____Major Competency Rank

14. THE ABILITY TO RECOGNIZE AND ADOPT ALTERNATE SOLUTIONS

_____a. Is able to accept failure
_____b. Is able to revamp

. . . .

_____Major Competency Rank

15. THE ABILITY TO GIVE CREDIT TO OTHERS

. . . .

_____Major Competency Rank

16. THE ABILITY TO UNDERSTAND ORGANIZATIONAL OBJECTIVES AND RECONCILE PERSONAL OBJECTIVES WITHIN THE ORGANIZATION

_____a. Develops and achieves interpersonal goals
_____b. Conveys the philosophy of community education to staff

. . . .

_____Major Competency Rank

17. THE ABILITY TO HANDLE CONFLICT SITUATIONS, CRISIS EVENTS, EMERGENCIES

. . . .

_____Major Competency Rank

18. THE ABILITY TO INITIATE STRUCTURE

_____a. Develops long and short term goals for community education
_____b. Coordinates efforts of group members to achieve goals
_____c. Clearly tells what is expected of group members
_____d. Develops strategies for accomplishing goals
_____e. Makes job-related decisions

. . . .

_____Major Competency Rank

19. THE ABILITY TO DELEGATE RESPONSIBILITY

. . . .

_____Major Competency Rank

20. THE ABILITY TO DEAL WITH CRITICISM

_____a. Criticizes ideas of group members without being perceived as attacking the individual
_____b. Accepts criticism in a way that he/she can improve by the criticism

. . . .

_____Major Competency Rank

21. THE ABILITY TO RECOGNIZE AND COPE WITH RISK

. . . .

_____Major Competency Rank

22. THE ABILITY TO HANDLE CHANGE

_____a. Facilitates group or organizational change
_____b. Adapts to changing situations concerning community needs

_____Major Competency Rank

23. THE ABILITY TO REMAIN OPTIMISTIC

_____a. Persists in attaining goals
_____b. Reticent to blame others for defeat
_____c. Believes that the community CAN be a better pleace to live
_____d. Believes that all can learn and achieve if adequate opportunity is provided
_____e. Assists people in finding solutions to their personal and community problems

. . . .

_____Major Competency Rank

24. THE ABILITY TO GIVE POWER TO THE PEOPLE IN THE COMMUNITY

_____a. Knows the difference between helping and assisting people
_____b. Assists community members in realizing a feeling of personal power that helps them to risk change and take responsibility
_____c. Makes community members feel important because they have knowledge which can be used to meet community needs
_____d. Helps community members meet the needs of the community
_____e. Assists community members in learning problem solving techniques
_____f. Helps community residents learn ways to solve problems
_____g. Helps others see their problems in ways that their problems can be solved
_____h. Develops leadership among community members
_____i. Expands people's awareness of the social and political forces that operate within their community

. . . .

*NOTE: Each major competency and its subcompetencies was placed on a half sheet of paper (as denoted by the dotted line) for ease of ranking by the CAT members.

PART II

APPROPRIATE ACTIONS OR BEHAVIORS
Likert Scale Ratings
(first mail survey)

NAME________________________________

DATE________________________________

Directions: Listed below are "appropriate actions or behaviors" which are thought to be important to community education leaders attempting to implement community education in the rural South. *CIRCLE* the number which best represents how important each of the "appropriate actions or behaviors" is to a community education leader attempting to implement community education in the rural South.

	Very Top Importance	Of Great Importance	Of Medium Importance	Of Little Importance	Of No Importance	Don't Know
1. Adhere to the local dress code . .	5	4	3	2	1	0
2. Do not take away from valuable work time or work hours	5	4	3	2	1	0
3. Visit Post Office and general store often	5	4	3	2	1	0
4. Be accessible - no unlisted phone number	5	4	3	2	1	0
5. Forget 8-5 working hours	5	4	3	2	1	0
6. Honor Sunday - (e.g. no card playing, don't mow yard)	5	4	3	2	1	0

	Very Top Importance	Of Great Importance	Of Medium Importance	Of Little Importance	Of No Importance	Don't Know
7. Pitch in to save people time before asking for their help . . .	5	4	3	2	1	0
8. Attend local functions	5	4	3	2	1	0
9. Support local business, industry, and community development	5	4	3	2	1	0
10. Attend church and do your part .	5	4	3	2	1	0
11. Follow-up on visits (not just once)	5	4	3	2	1	0
12. Accept hospitality and return it .	5	4	3	2	1	0
13. Show concern for children and family	5	4	3	2	1	0
14. Discover favorite community sports and liesure time activities	5	4	3	2	1	0
15. Learn the local language	5	4	3	2	1	0
16. Be personable, friendly, sincere, earthy	5	4	3	2	1	0
17. Avoid manipulation	5	4	3	2	1	0
18. Don't talk down. Remember, you are not there to solve their problems, but to learn from them	5	4	3	2	1	0

	Very Top Importance	Of Great Importance	Of Medium Importance	Of Little Importance	Of No Importance	Don't Know
19. Accept favors gracefully and willingly	5	4	3	2	1	0
20. Be patient, not pushy	5	4	3	2	1	0
21. Forget a lot of your theoretical book learning . . .	5	4	3	2	1	0
22. Know the area geographically .	5	4	3	2	1	0
23. Remember names and use them . .	5	4	3	2	1	0
24. Be honest about what you don't know	5	4	3	2	1	0
25. Avoid labels for what you are trying to do	5	4	3	2	1	0
26. Be flexible	5	4	3	2	1	0
27. Don't equate "book learning" with intelligence, achievement, or wealth	5	4	3	2	1	0
28. Use the local newspaper; check who accomplished what, when, and how, and who is on various committees	5	4	3	2	1	0
29. Use the snowball technique; ask 20 people to name 3 community problems, then ask who can solve them	5	4	3	2	1	0

	Very Top Importance	Of Great Importance	Of Medium Importance	Of Little Importance	Of No Importance	Don't Know
30. Go to the bank to find out who the wealthy landowners and business persons are	5	4	3	2	1	0
31. Be "adopted" by a person in a power position	5	4	3	2	1	0
32. Obtain a community population breakdown by age, sex, and race	5	4	3	2	1	0
33. Inventory all community resources	5	4	3	2	1	0
34. Obtain all existing community plans	5	4	3	2	1	0
35. Obtain a list of government leaders	5	4	3	2	1	0
36. Recognize the church leaders . .	5	4	3	2	1	0
37. Seek the advice of community leaders	5	4	3	2	1	0
38. Recognize the importance of and capitalize on already established groups (garden clubs, woman's clubs, civic organizations	5	4	3	2	1	0
39. Take mental notes, write them down later	5	4	3	2	1	0

	Very Top Importance	Of Great Importance	Of Medium Importance	Of Little Importance	Of No Importance	Don't Know
40. Be aware of and use informal communication systems	5	4	3	2	1	0
41. Let community members identify their own problems	5	4	3	2	1	0
42. Drink what everyone else is drinking; do not turn it down	5	4	3	2	1	0
43. Always go to the back door, not the front door	5	4	3	2	1	0
44. When you visit, take something to share	5	4	3	2	1	0
45. Travel on rainy days when people are not in the field	5	4	3	2	1	0
46. Allow for the implementation of creative ideas from any source	5	4	3	2	1	0
47. Allow community people to develop skills by teaching peers	5	4	3	2	1	0
48. Be sure your resource people will fit into the community needs, structure, attitudes, and values	5	4	3	2	1	0
49. Know what employment opportunities are available	5	4	3	2	1	0

	Very Top Importance	Of Great Importance	Of Medium Importance	Of Little Importance	Of No Importance	Don't Know
50. Establish contact with local, state, and federal agencies	5	4	3	2	1	0
51. Avoid controversy	5	4	3	2	1	0
52. Compliment existing programs . . .	5	4	3	2	1	0
53. Subtly say that you've detected a common interest; get the interest and dialogue going by planting the seed through community members	5	4	3	2	1	0
54. Let the community take the initiative, then step in to assist	5	4	3	2	1	0
55. Be aware and wary of cliques . . .	5	4	3	2	1	0
56. Avoid gossip	5	4	3	2	1	0

Appendix C

Cover Letter and Training Assessment Instrument

COLLEGE OF EDUCATION
CENTER FOR COMMUNITY EDUCATION
124 Norman Hall

UNIVERSITY OF FLORIDA
gainesville, florida - 32611
904/392-0623

January 4, 1978

Chairperson
Department of Educational Administration
College of Education

Dear Sir:

The Center for Community Education at the University of Florida has been funded by the United States Office of Education to assess the process leadership skill competencies needed by community education leaders in the rural South. An integral part of our U.S.O.E. project is a survey of existing community education training programs in the southeastern United States. We believe that you are involved with community education training programs and may be able to provide us with information vital to the success of our project.

Using the attached sheet entitled "Major Components of Community Education" as our definition of community education, please take ten minutes to complete the enclosed questionnaire and return it in the self-addressed, stamped envelope to our Center by January 22, 1978.

With the data gathered via the questionnaire, we will assemble a listing of community education training programs in the southeastern United States. This listing will be included in our final reports to the U. S. Office of Education . To insure that you are included in the listing, please return the questionnaire to the Center for Community Education no later than the January 22, 1978 deadline. Naturally, copies of the final report will be available to you upon request.

Sincerely,

John S. Zemlo
Center Associate

JSZ/ww

enclosure

SURVEY OF TRAINING OPPORTUNITIES IN COMMUNITY EDUCATION IN THE SOUTHEASTERN UNITED STATES

Directions: Please answer the following questions using as your definition of community education the attached sheet entitled "Major Components of Community Education." Answer all questions as fully as possible.

Name of Person Completing Questionnaire:____________________

Name of Agency/Institution:____________________

Address:____________________

Telephone:____________

Date:____________

1. Does your agency/institution offer training in community education?

   ____No (Go to question 12)
   ____Yes (Go to question 2)

2. If yes, what type of training do you offer? (Check all that apply)

   ____Undergraduate classroom instruction
   ____Graduate level classroom instruction
   ____Field experience or practicums
   ____Workshops, conferences, etc.
   ____Other (Please describe)____________________

   ____

3. Approximately how many people have participated in your training program during the calendar year 1977?

   ____Undergraduate classroom instruction

   ____Graduate level classroom instruction

   ____Field experience or practicums

   ____Workshops, conferences, etc.

   ____Other______________________________

4. Using the responses to question #3 as a reference point, what percentage of each group is involved with (a) rural communities (b) urban/suburban communities, or (c) not known?

	(a) % Rural	(b) % Urban/ Suburban	(c) % Not Known	
Undergraduate classroom instruction	______%	______%	______%	= 100%
Graduate level classroom instruction	______%	______%	______%	= 100%
Field experiences or practicums	______%	______%	______%	= 100%
Workshops, conferences, etc.	______%	______%	______%	= 100%
Other____________________________	______%	______%	______%	= 100%

5. How long has your agency/institution been training in community education?

____

6. Briefly describe the goals of your program which relate to training in community education. What components of community education are emphasized in your program? (See attached sheet)

7. Through your community education training program, what competencies (behaviors, attitudes, skills and knowledge) do you try to develop in the participants? Please list.

   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.
   9.
   10.

   (continue on back if necessary)

8. For each of the competencies listed above, do you use classroom instruction, field experience, or a combination of both to teach the competency? For each competency taught in class, mark a "C" beside it. Mark an "F" beside those competencies to be learned in field experiences. If both ways are used, mark "C" and "F".

9. For the competencies listed in #7 above, place an asterisk (*) beside those competencies which are especially emphasized in your training program.

10. Are there differences in the community education training experiences for rural and urban/suburban participants?

    _____No (Go to question 12)
    _____Yes (Go to question 11)

11. If yes, in what ways are the experiences different for the two groups? Briefly explain the rationale for these differences.

12. Are there other agencies or institutions in your state which train in community education?

_____No
_____Yes

If yes, please list them and include the name, address and phone number of the person to be contacted.

Please return to Dr. John Zemlo, 124 Norman Hall, University of Florida, Gainesville, Florida 32611.

Thank you for your cooperation.

Appendix D

Major Components Enclosure

MAJOR COMPONENTS OF COMMUNITY EDUCATION

Community education, simply stated, is an operational philosophy of education and a system for community development. It is comprehensive in scope and of high potential, equally applicable to any organization, association, or agency that provides learning opportunities for community members. It is a philosophy that subscribes to the systematic involvement of community members of all ages in the educational process. It further suggests the maximum utilization of all human, physical and financial resources of a community. It is a philosophy that stresses interinstitutional and agency coordination and cooperation. It recognizes that learning is lifelong and that it is essential that we provide various types of learning experiences for community members, regardless of their ages. It is a philosophy that advocates democratic involvement of community members in problem-solving and stresses that educational curriculum, programs and services should be community-centered. Most importantly, it is a philosophy that can be put into operation.

1. Education and Learning Are Lifelong Processes
2. Efficient utilization of Community Resources
   A) Physical B) Financial C) Human
3. Inter-Agency Cooperation and Coordination
4. Systematic Involvement of Community Member
   A) Needs B) Goals C) Plans
   D) Evaluation
5. Core curriculum Based upon Lifelong Concerns of People

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Appendix E

External Evaluation Report

External Evaluation of the Project

The summative project evaluation was conducted by an external evaluation team which reviewed the total project and provided a comprehensive written evaluation to the project director during the final phase of the project.

The team examined the project in the areas of its goals and objectives, staffing, procedures, internal and process evaluations, dissemination procedure, and budget.

I. Goals and Objectives

The project goals and objectives were found to have been successfully achieved in most cases. Adequate rationale was established when alteration of specific project objectives was necessary. Goal I ("Determine the Process Leadership Competencies Needed by Rural Community Education Leaders") was the most completely developed and executed of the three major project goals. A significant listing and ranking of the process leadership skill competencies necessary for rural community education leaders and operational training objectives for acquiring the competencies were compiled. Both should prove worthwhile to practitioners and educators as they examine current roles, skills, and training programs for community education leaders. The use of competency assessment team members from varying rural backgrounds provided additional credence to the competency assessment findings. Further, it should be noted that the data was substantiated by a group of national community education experts. Of technical note, however, the competency assessment data was found to have been verified, not cross validated, as proposed. Nonetheless, the

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external evaluation team believes that Goal I was successfully achieved.

Goal II ("Assess the Training Opportunities Available to Community Education Leaders in the Southern States") was completed on a limited basis. As explained later in the evaluation report (see the section dealing with budget), the external evaluators felt that the funding of the project was not sufficient to allow for adequate research in the second goal area given the existing time parameters and the limited staff available. Thus, the survey of existing educational institutions and public service agencies in the southern United States was quite limited. The evaluation team believes that more extensive funding, as called for in the initial proposed budget, would have allowed for a broader, more extensive survey, which could have included pilot testing, site visitations, and a more extensive follow-up (including catalogue reviews).

It was agreed, however, that the data gathered would be helpful to community education leaders accompanied with a qualifying statement indicating that the findings may be incomplete and that additional information should be acquired from the respective institutions or agencies that participated in the training assessment survey. It was also agreed that with budgetary restraints taken into consideration, the project staff had developed a good basis for future studies in this area and should be commended for their efforts.

Goal III ("Initiate the Development of a Pilot Curriculum for Acquisition of Identified Process Leadership Skills") was also well developed given the time constraints and budgetary limitations of the project. The teaching/learning categories, competency statements, strategies, and performance outcomes provide community education leaders a systematic means for examining curricula and considering curricular alternatives. The statement of objectives in behavioral terms, coupled with strategies and performance outcomes, provides an excellent model for curriculum development.

The evaluation team believed, however, that the teaching/learning strategies could have been more specific, especially as they related to the pilot project at the University of Florida and as they provided suggestions to potential users of the curricular materials. It is assumed that persons reading the outcomes of the project will be in agreement that the stated skills rank among the most difficult to "teach" or "learn" and will be seeking additional ways to accomplish the teaching/learning . The generalizations concerning the strategies, as well as the performance outcomes, lead one to seek additional information. The external evaluation team recommends a follow-up study related to these areas as more extensive curriculum development data would be useful to practitioners across the country.

The dissemination of the information, via the monograph, appears satisfactory and promises to be a handy reference. The implementation of the curriculum of teaching/learning strategies is currently in progress and the topical areas which have been included are consistent with those explained in the narrative of the report.

II. Staffing

The evaluation team was impressed with the quality of commitment and volume of work in evidence when reviewing the project with the staff. The project coordinator and graduate assistant addressed difficulties which included:

A. A delay in the project start because of staffing changes.

B. Coordinating a project which they had not helped to develop. Inservice training was their introduction to the project.

C. Attempting to complete a monumental task with less personnel and support monies than had been originally proposed.

Nonetheless, the degree of professionalism was outstanding, and the staff has performed in a commendable fashion.

III. Procedure

The procedures used by the project staff were developed effectively in order to bring together broad representation of rural persons as well as to build upon existing meetings of professionals in the field. By having sessions at national and regional conferences, in addition to special sessions, the project staff was able to gather broader input and greater professional expertise than they would have otherwise. Whereas the depth of validation processes could have been strengthened, there was adequate verification presented in the necessary areas. More extensive comments concerning specific procedures may be found in the evaluation section concerning goals and objectives, and in the more extensive evaluation document on record at the University of Florida.

IV. Evaluation

The ongoing process of evaluation could have been enhanced by a more extensive network of check and balances. Likewise, the external evaluation would have been stronger had there been a network of resources (persons related to project, completed monograph, completed curriculum offerings with evaluations by students, etc.). However, the constraints of limited time and personnel for this task resulting from budget restraints did not allow such an extensive evaluation to occur.

Consequently, the evaluation team believes the staff kept adequate record of their process via validation and verification techniques and initial pert charts which they followed closely.

V. Dissemination

The monograph (which is an outgrowth of the project) will be an excellent dissemination device for persons to examine the outcomes of the project. Early drafts of the monograph indicate that the document will be well written with specific aids and suggestions for readers.

The initial dissemination target group was somewhat limited due to time. Another workshop for rural education leaders should be scheduled and offered to a larger number of persons. Likewise, it is the recommendation of the evaluation committee that the results of the project be shared at national and regional meetings of persons in related fields.

VI. Budget

The evaluation team is under the impression that the project was insufficiently funded. the proposed amount of money originally requested was a realistic figure for the proposed activities. When the project was selected for funding and the final budget was negotiated, proposed objectives were not simultaneously negotiated. Therefore, there were a number of objectives attempted which could have been more thoroughly handled and achieved had more extensive funding been available for staff and project costs.

It appears that the staff did a commendable job of utilizing their funds effectively and stretching them to extreme limits. The results of the activities reflect a wise use of funds.

Summary

The evaluation team commends the project staff for their work and for making a major contribution to the future of the teaching/learning process for rural community educators.

They also recommend that the results of the project be viewed as a beginning process on which other professionals may build, rather than viewing the data as complete.

Rural community education leaders represent a major core in the field and the urban thrust which prevails is not adequately meeting the needs of the movement. Continued emphasis in this area is critical to the success of the community education process.

This public document was promulgated at a total cost of $590.47 or $3.94 per copy to disseminate information to local, state, and national educators regarding methods and results of federal research project number G007701923.